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ABSTRACT

For a general work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals, which focus on the relevance of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities and rationales are provided for the two general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

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LEARNING ACTIVITY PACKAGES

General

Goals 1-2

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VT017346

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

Performance Objective: 1.1.1 List the titles of courses in which you are currently enrolled and give at least one reason explaining why you enrolled in each course.

NOTE TO THE STUDENT

By the time you finish this LAP you will have learned three reasons for taking any course and which of these reasons apply to each of the courses you are now taking.

RATIONALE

This LAP is designed to help you understand that there are many different reasons for taking courses. Most of these reasons will fall into one of three general areas of relevancy: 1. The course relates to your future career, 2. The course is interesting to you, or 3. The course adds to your general fund of knowledge. Hence--it's nice to know.

DIRECTIONS

In the LAP you will select among several given reasons for taking a course; then you will indicate a relevant reason for each of your choices. You will also list reasons for taking the courses in which you are now enrolled. In this and many of the following LAPs you will first do a pre-test. This test will either teach you something about the LAP's objective or test your understanding of it. You will then do all or part of the learning activity and resources, then take a post test. In-depth education activities (I-DEAS) are provided at the end of each LAP for further investigation into the program goal and specific performance objective.

PRE-TEST

1. Three courses have been listed below. For each course five possible reasons for taking the course are given. Circle the reasons which you think are good ones. Remember--what is a good reason for you may not be for someone else.

COURSE	REASON FOR TAKING THE COURSE
American History	1. I need to know it to be a better citizen. 2. I should know our nation's history. 3. So I can understand westerns better. 4. It will help me in my future profession. 5. So that I can understand our national politics better.
Metal Shop	1. So I can make Christmas presents. 2. It will help me in my future work. 3. So I can appreciate the cost of good wrought iron. 4. So I can learn to fix metal things for myself. 5. Because I don't know anything about metals but would like to.
Sewing	1. So I can make and alter my own clothes. 2. So I can learn to read a pattern. 3. To learn a new and useful hobby. 4. Because I want to be a dress designer. 5. So I can appreciate the cost of good clothes.

2. For each reason you have circled, indicate on the form below the general area(s) of relevancy which apply: The reasons relates to your future career; it is interesting to you; it adds to your general fund of knowledge, hence it's nice to know. You may check more than one area per reason.

List the numbers of the reasons circled for each course. Then check the appropriate column(s).	RELATED TO MY:		
	Future Career	Personal Interests	General Background
American History			
Metal Shop			
Sewing			

LEARNING ACTIVITIES AND RESOURCES

1. List the courses in which you are now enrolled on the following form.
2. In the adjoining columns give at least one reason per course why you are enrolled in that course.
3. Indicate also in the appropriate column whether each reason relates to your Future Career, Your Personal Interest, and/or to Your General Fund of Knowledge.

MATCHING MY SCHOOL PROGRAM WITH CAREER PLANS

Name of Course	Reason for Taking Course	RELATED TO MY:		
		Future Career	Personal Interests	General Background

POST TEST

1. List four courses you expect to take in the future on the form below.

2. For each course indicate on the form two reasons why you will take the course.

3. Indicate also whether your reason related to your Future Career, Is of Interst to You, and/or Adds to Your General Fund of Knowledge.

4. Go over each of your answers with your instructor to make sure you understand the relevancy of the courses you have listed to some aspect of your life.

5. Suggest a mark or grade or credit you should receive for this effort.

6. Decide with your teacher, your next step--your next lesson or IAP.

Future Course Title	Why I plan to take the course. Reasons--give two.	Because the course is Relevant to my:		
		Future Career	Personal Interest	General Background

I-DEAS

1. At the dinner table bring up a discussion of your school courses. Discuss why you are taking those particular courses.

2. At an event outside of school, discuss with a friend who goes to another school the differences between the courses at his school and at yours.

3. Make a chart for the courses you intend to take next semester. Identify several goals for each course.

4. Select an occupational area from the list below, then list all the courses offered at your school which are related to this area:

   Business and Office Occupations
   Marketing and Distributive Occupations
   Communications and Media Occupations
   Construction Occupations
   Manufacturing Occupations
   Transportation Occupations
   Agri-Business Occupations
   Marine Science Occupations
   Environmental Control Occupations
   Public Service Occupations
   Health Occupations
   Hospitality and Recreation Occupations
   Fine Arts and Humanities Occupations
   Personal Services Occupations
   Consumer and Homemaking Occupations

5. Select a course offered at your school; then list as many jobs as you can which this course would help you prepare for.

6. Prepare vocabulary cards for the key words used in this IAP. Write out your own definitions of these words.

7. Prepare an oral or written report for another course on what you have learned in this IAP.

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: GENERAL

Program Goal: 1.1 Identify the educational goals (purposes) of each of the courses in which you are currently enrolled.

Performance Objective: 1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teachers; then in your own words, describe what you think the goals of each course should be for you. Compare the two (2) sets of goals for each course and describe how they are alike and how they are different.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to give two to five reasons why each course you are taking is offered.

RATIONALE

This LAP is designed to help you recognize and identify the purpose (why) of the courses in which you are enrolled. The terms goal, purpose, intent, objective, etc., have about the same meaning in this respect; they refer to the "why" a subject is taught and learned. By peeking behind the curriculum curtain, you should better be able to see that your school program is indeed related to your future career requirements and responsibilities -- that is, those things you will do later for a living. Each subject has goals (purposes) and it is important that you recognize these purposes so that you will be better able to select future courses and smooth out the path to your career.

DIRECTIONS

In this LAP you will give your own reasons why each of your courses is being offered; you will get your teacher's reasons for your courses; and you will compare their ideas with yours.

PRE-TEST

Your English teacher might suggest that the purpose of his course is to:

A. Increase your vocabulary.

B. Improve your sentence construction.

C. Develop your ability to express yourself in writing.

1. Now give at least three (3) more reasons why you might be taking an English course. List your reasons below.

2. Compare your reasons with the ones given above. In what way are they alike? How do they differ?

PRE-TEST (Scoring Key)

Some possible answers for Part 1 could be:

To write effective business letters

To get better comprehension out of my reading

To learn to use a dictionary, a thesaurus, and other research materials

In Part 2, you should recognize that you have a point of view about every course you take. The reason "to write effective business letters" is very much like the given reason C -"develop your ability to express yourself in writing." One response is general, the other relates to a possible career area. Your comparisons should point out such similarities and differences.

If you have given three (3) additional reasons in Part 1, and you have had no problem in Part 2, go on and select one or more IDEA-S, with your teacher's approval. Otherwise, do the following activities to gain practice in completing the Performance Objective.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. There are three (3) parts to this Learning Activity. Do all three (3) parts.

1. On the enclosed form, (page 6), ask your teachers for the reasons for their particular course. Have them fill-in their reasons on the appropriate place on the form.

2. Now write out (on the same form), two (2) to five (5) reasons why you believe each course is being offered. These should be your reasons, not your teacher's. Put your reasons for each course next to those of the appropriate teacher.

3. Compare the two (2) sets of reasons and describe in the appropriate column (on the same form), how the two (2) sets of reasons are alike; and in the last column, how they are different.

FILL IN YOUR ANSWERS ON THE FORM ON PAGE 6.

Before proceeding, it is important to understand the differences between skills, knowledges, and attitudes. A skill involves the ability to perform a task: throw a baseball accurately, operate a telescope, wire a lamp, etc. A knowledge is knowing information such as: the rules of baseball, the names and locations of various constellations, or the principles of electricity. Attitudes involve just that -- How you feel about something. For example: sportsmanship, an appreciation for man, Earth's place in the Universe, or a respect for safety in working with live wires.

To some degree, you will learn all three - skills, knowledges, and attitudes in each of your courses. Obviously, some courses teach primarily one or another, but all three - skills, knowledges, and attitudes are present. These are the goals of your course.

ACTIVITY #2. Compare your reasons for taking a given class with those of a fellow student. Discuss your differences with a view to your individual career goals. Summarize your discussion below.

ACTIVITY #3. List skills, knowledges, and attitudes learned in three (3) courses you took last year.

COURSE TITLE	TEACHER'S STATEMENT OF COURSE GOAL	MY STATEMENTS OF COURSE GOAL PURPOSE	COMPARISON OF GOALS AS STATED BY TEACHER/STUDENT	
			ALIKE	DIFFERENT

AFTER FILLING OUT THIS FORM, BE SURE TO SAVE IT FOR USE WITH THE NEXT LAP!

POST-TEST

1. Give at least three (3) reasons for taking a course in Driver Education which might be offered at your school.

A. ____________________

____

____

B. ____________________

____

____

C. ____________________

____

____

D. ____________________

____

____

2. Underline key phrases and indicate with a "S", "K", or "A" whether a skill, knowledge, or attitude to be learned is the reason listed.

Type of Learning   Re-write key words below

A. ____________________

B. ____________________

C. ____________________

D. ____________________

POST-TEST (Scoring Key)

Your reasons "why" should deal with skills, knowledges, and attitudes to be gained from such a course which would relate to your future career and/or adult responsibilities.

Now consider doing some of the IDEA'S.

I-DEAS

(In-Depth Educational Activities)

1. Choose one (1) hobby or area of interest; then list all of the occupations you can think of that are involved with this hobby or interest.

2. Prepare a short description of your courses, written in a manner appropriate for your school's catalog or bulletin.

3. Prepare an "ideal" high school curriculum for your career goal.

4. Define goals, skills, knowledges, and attitudes. Give an example of each.

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

Performance Objective: 1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two (2) sets of goals for at least one (1) course, and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to combine your reasons for taking a particular course with the goals of the course stated by your teacher into one reason more relevant to you; and you will be able to justify your synthesis.

RATIONALE

This LAP will help you to understand that your reasons for taking a course may not be the same as your teacher's goals in teaching it; and that a combination of these different but related attitudes (i.e., you are interested in your own future while the teacher must consider many students, each with his own goals) can produce a very good and relevant goal for a given course.

DIRECTIONS

In this LAP you will choose a course in which you are currently enrolled, and compare your ideas of the course goals with those stated by your teacher; then combine them into one reason. For example: A homemaking teacher said that a purpose of her course was to increase awareness of the need for well-balanced, nutritional meal planning. A student said her goal was to learn to cook. A synthesis of these would be to teach the student to plan and cook tasty nutritional meals. This combines the benefit of good meal-planning with the practical necessity of learning to cook.

PRE-TEST

1. Choose from the three (3) statements below, the one which combines the elements of the other two. Circle the correct answer.

   A. P.E. is good for health.

   B. The State Board of Education, in order to promote physical fitness for all students in this state, requires all students in high school to take P.E.

   C. The State requires P.E.

2. Now choose the combination statement for the two courses below. Again, circle your answer.

   MATH

   A. To learn to balance my checkbook

   B. To learn to use math in everyday life

   C. To learn four-column addition

   WOODSHOP

   A. To teach students to think safely

   B. To learn to make furniture

   C. To learn the safe operation of woodworking equipment for home use.

3. Now make up your own example, giving two (2) goals for a class, and a synthesis of the two.

   Class: ______________________________

   Goal 1: ______________________________

   ____

   Goal 2: ______________________________

   ____

Synthesis of the two goals: ________________________________

____

____

4. Explain how your synthesis combines the two (2) goals.

____

____

____

____

____

PRE-TEST (Scoring Key)

1. The correct answer is B. This answer combines the fact that the State requires all students to take some form of physical education and the fact that physical education is healthful.

2. Math - A

   Woodshop - C

3. Does your synthesis really combine the two (2) goals you first listed?

   ______ Yes ______ No

4. Is your synthesis reasonable?

   ______ Yes ______ No

5. Of the five (5) possible answers, how many did you get correct?

   ____

If you got all five (5), you may skip Activity #2.

Now go on to Activity #1.

LEARNING ACTIVITIES AND RESOURCES

There are two (2) activities in this section. Do one (1) or two (2) of them, depending on how well you did on the Pre-Test.

ACTIVITY #1. A. Select one (1) course you are now taking.

Course Title: ______________________________

B. In the appropriate space, state your ideas of the goals for the course.

Your goals for the course: ____________________

____

____

____

____

C. Now get your teacher to fill in his goals. (You can copy this from the previous LAP.)

Goals as stated by your teacher: ______________

____

____

____

____

D. Synthesize the two (2) sets of goals, taking the best points from each. You may make one (1) or more combinations.

These goals combined: ______________________

____

____

____

____

E. The combinations should be more relevant than either of the original sets of goals. Give reasons why the synthesis is more relevant and/or realistic. Remember that you are interested in your own future needs whereas, while your teacher is more familiar with the subject, he must gear his course to all his students.

Why the synthesis is (are) more relevant: ________

____

____

____

____

____

ACTIVITY #2. Pick an occupational area and list all courses offered at your school which would relate skills, knowledges, and attitudes directly and indirectly to that occupational area.

Give a brief explanation of how each course relates directly or indirectly to the occupational area you have selected.

<table>
<tr><td colspan="2">______________________________
(Occupational Area)</td></tr>
<tr><td>Courses offered at this school which relate to the occupational area</td><td>EXPLANATION</td></tr>
<tr><td></td><td></td></tr>
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</table>

POST-TEST

1. Write out two (2) goals for any science course.

A. ____

____

B. ____

____

2. Now write out a synthesis of these goals.

____

____

____

____

3. Now write out two (2) goals for a history class.

A. ____

____

B. ____

____

4. Write out a synthesis of these two (2) goals.

____

____

____

____

POST-TEST (Scoring Key)

Your synthesis should contain elements of both original goals, and should be relevant to your career goals and/or adult responsibilities.

To grade your test, give yourself two (2) points for each original goal and five (5) points for a good synthesis. Out of a possible 18 points - 13 is passing. If you have passed, go on to the next LAP or try some of the I-DEAS. If you did not pass the Post-Test, do the Learning Activity again.

I-DEAS

(In-Depth Educational Activities)

1. Correspond with someone in a foreign country about his school experience and how it related to his present job or future career. Tell him about your school job.

2. At dinner time at home, initiate a discussion on the synthesis of goals.

3. Defend in writing your synthesis on the goals in the Post-Test of this LAP.

4. Discuss with your friends what makes a class relevant to you.

5. Lead a class discussion on how seemingly "irrelevant" courses actually do provide skills, knowledges, and attitudes, directly and indirectly, which will be useful in earning a living.

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 1.2 Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objective: 1.2.1 On the basis of the duties and responsibilities you have accepted on the job, list at least five (5) of your job duties and three (3) of your job responsibilities. Compare the educational goals (purposes) of a minimum of three (3) courses you are now taking to your job duties and responsibilities.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to relate the skills, knowledges, and attitudes you learn in school with your duties and responsibilities on the job. You will also know the difference between a duty and a responsibility.

RATIONALE

This LAP is designed to help you understand the difference between a duty and a responsibility, and how they relate to the skills, knowledges, and attitudes you learn in school. A duty is an assigned task. It can be determined by whether or not you have done your assigned duty: for example, write a report. A responsibility, on the other hand, is difficult to measure. It is more of an attitude -- that is, how you approach your assignment. For example, a responsible worker would learn something about his fellow worker's job so he could help out if needed. Duties are assigned, while responsibilities, being more general, are usually assumed by conscientious workers.

DIRECTIONS

In this LAP you will, in the Pre-Test, see if you can distinguish between duties and responsibilities. You will also list some of the duties and responsibilities of your job. In the Learning Activity, you will compare the duties and responsibilities of your job with your school counselors. You will also look at the duties and responsibilities in other people's jobs.

PRE-TEST

Select a career station you have observed and make a list of five (5) duties and responsibilities of someone in that career. On the form below, list the five (5) duties and responsibilities. Next to each one, put one or more courses offered at your school which relate to each duty or responsibility. It is possible that a particular course would relate to more than one duty or responsibility.

CAREER STATION____________________

Duties and Responsibilities	Related School Course
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________
5. ____________________	____________________

PRE-TEST (Scoring Key)

Below is a sample answer for a truck driver.

Duties and Responsibilities	Related School Course
1. Drives a truck	Driver Education
2. Checks-out the truck	Auto Shop
3. Check-off bills of lading	English/Math
4. Knows parts of the vehicle code	English/Driver Education
5. Keeps records of hours and miles	Math/Accounting

Compare your answers with the examples above.

If you had difficulty in identifying duties and responsibilities, start the Learning Activities and Resources with Activity #1. If you could easily list duties and responsibilities, and relate them to courses offered at your school, go directly to the I-DEAS and do Number 3 and Number 4. If you had some problems, go on to the Activities, beginning on the next page.

LEARNING ACTIVITIES AND RESOURCES

Do Activity #1 if you have any difficulty distinguishing duties from responsibilities. Do Activity #2 and/or #3. (There are three (3) parts to Activity #2.)

ACTIVITY #1. Below is a list of eight (8) duties and responsibilities found in various occupations. Write a D after each one which is a duty, and an R after each responsibility.

1. Sweep the floor ______
2. Get to work on time ______
3. Be cheerful ______
4. Appear neat and clean ______
5. Operate a lathe ______
6. Make correct change ______
7. Learn what your boss does ______
8. Take a blood sample ______

Check your answers with the Key on page 8.

ACTIVITY #2. A. With the help of your employer, list five (5) duties and three (3) responsibilities for your job. A form has been provided below.

Job Title: ______________________________

Duties: 1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

Responsibilities: 1.______________________________

____

2.______________________________

____

3.______________________________

____

B. Now list three (3) courses you are taking. For each course, write out on the chart, three (3) educational goals (skills, knowledges and attitudes) which relate directly to occupational duties and responsibilities.

Course A. ______________________________

Course goals which relate to duties and responsibilities:

1.______________________________

2.______________________________

3.______________________________

Course B. ______________________________

Course goals which relate to duties and responsibilities:

1.______________________________

2.______________________________

3.______________________________

Course C. ______________________________

Course goals which relate to duties and responsibilities:

1.______________________________

2.______________________________

3.______________________________

C. Can you see how your courses and your job duties and responsibilities relate to each other?

Yes ______ No ______.

ACTIVITY #3. Ask several (3 or more) working adults which high school courses helped them most to prepare for their present careers.

Person 1: ________________________________

Present job: ________________________________

High school classes which helped him most in his present job (Give 2 or more).

____

____

____

Person 2: ________________________________

Present job: ________________________________

High school classes which helped him most in his present job (Give 2 or more).

____

____

____

Person 3: ________________________________

Present job: ________________________________

High school classes which helped him most in his present job (Give 2 or more).

____

____

____

LEARNING ACTIVITIES AND RESOURCES

(Scoring Key)

ACTIVITY #1.

1. D
2. R
3. R
4. R
5. D
6. D
7. R
8. D

POST-TEST

1. List ten (10) duties and six (6) responsibilities for your supervisor's job on the form below.

2. Now list four (4) courses offered at your school which would teach *you* some of these duties and responsibilities.

SUPERVISOR'S JOB TITLE: ______________________________

Duties	Courses offered which relate to these duties and responsibilities
1. ______________________	1. __________________
2. ______________________	2. __________________
3. ______________________	3. __________________
4. ______________________	4. __________________
5. ______________________	5. __________________
6. ______________________	
7. ______________________	
8. ______________________	
9. ______________________	
10. ______________________	

Responsibilities

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

POST-TEST (Scoring Key)

To score your test, count the total number of answers you wrote down. Write that number here: ___________.

To pass this test, you should have 14 or more reasonable answers.

I-DEAS

(In-Depth Educational Activities)

1. Prepare a slide presentation showing people at work performing various duties. Describe which of these duties can be taught in your school.

2. Role-play an employee talking to an employer about his on-the-job responsibilities.

3. Make a poster illustrating various duties and responsibilities of a given job.

4. Prepare a list of adult responsibilities and a list of courses offered at your school which teach these responsibilities. Explain how some are learned indirectly.

5. Watch a T-V program or movie about a person in a career. Note his duties and responsibilities.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: GENERAL

Program Goal: 1.2 Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objective: 1.2.2 On the basis of the duties and responsibilities you have accepted on the job, suggest how courses you have taken or are now taking could be changed to provide better preparation for the job you now have. For each suggestion, explain how the changes would improve each course.

NOTE TO THE STUDENT

The courses you are taking in school should contribute to success at your career station. An opportunity is provided for you to suggest how the courses you are currently studying in school could be revised to make a greater contribution to your preparation for work.

RATIONALE

One of the purposes of education is to help prepare a person to become a happy, useful, successful citizen. An important contribution of the schools should be to assist each individual in obtaining knowledge and skills that are necessary for him to carry out the duties and responsibilities in his chosen career.

DIRECTIONS

You will relate how courses you have taken in school could be changed to contribute more to your preparation for employment at your career station.

INTRODUCTION

Courses taken in school become more relevant to you when you can visualize an application of the course to a career or to career preparation.

This LAP will provide an opportunity for you to relate school courses to your career station. An additional opportunity will be provided for you to suggest changes in your school courses to help prepare you for your chosen career.

You are encouraged to thoroughly investigate the content of the courses you are taking or have taken in school. School districts constantly revise and update courses taught in schools. Assistance rendered by students enrolled in Work Experience Education who gain first-hand experience at career stations is extremely useful in making revisions to courses taught in high schools.

This LAP contains only one Activity. If you do not pass the Pre-Test, you are required to complete the Activity.

PRE-TEST

In this test, you will match courses offered in school with career occupations. You will select the course which is most important in preparation for, and success in, each career.

Listed below are ten (10) courses which are offered in high school. You are to write the name of the course which is most important to preparation for each occupation in the spaces provided.

To pass this test, you must correctly match 17 out of 20 school courses with their respective occupations. When you have completed the test, turn to the Test Key on the following page and check your answers.

CAREER OCCUPATION	MAIN COURSE REQUIRED FOR PREPARATION*
1. Truck driver	
2. Clerk typist	
3. Pianist	
4. Librarian	
5. Banker	
6. Linotype operator	
7. Physicist	
8. Lawyer	
9. Accountant	
10. Archeology research	
11. Sign painter	
12. Dietitian	
13. Stenographer	
14. Chef	
15.. Language translator	
16. Book critic	
17. Nurse	
18. Toolmaker	
19. Sculptor	
20. Typesetter	

*Select courses from the following list:

- English
- Foreign Language
- Mathematics
- History
- Home Economics
- Industrial Education
- Commercial Subjects
- Music
- Art
- Science

PRE-TEST (Scoring Key)

Checking your answers to the test you have just completed will provide a new experience for you. You are to read the statements below that pertain to school courses. After reading each statement, turn to the test and check each Career Occupation to determine if you correctly matched the Career Occupations with the school courses.

- -

A knowledge of ENGLISH is extremely important in every line of work. However, a person who takes a special interest in his English work might consider the possibility of becoming a teacher, minister, author, proofreader, editor, journalist, reporter, scenario writer, critic, advertising copy writer, librarian, lawyer, actor, or salesman.

One who possesses unusual skill in learning FOREIGN LANGUAGES may use his ability as a foreign language teacher, translator, interpreter, foreign news correspondent, immigration inspector, foreign missionary, custom operator or cable operator. Latin is no longer the international language of law, medicine, and the clergy; but a knowledge of foreign language is helpful in the study of medicine, law, engineering, pharmacy, music, and other fields in which numerous terms and many important books must be read in languages other than English.

An interest and an aptitude in MATHEMATICS is essential if one would be a success as a statistician, actuary, accountant, auditor, calculating machine operator, engineer, architect, surveyor, estimator, appraiser, broker, banker, cashier, machinist, chemist, physicist, or an astronomer.

One must have an interest in the study of SCIENCE if one would succeed as a chemist, bacteriologist, astronomer, meteorologist, weather forecaster, botanist, naturalist, paleontologist, geologist, zoologist, taxidermist, pharmacist, physician, surgeon, dentist, nurse, dietitian, laboratory technician, florist, nurseryman, forester, horticulturist, tree surgeon, scientific farmer, farm advisor, or an aviator.

A knowledge of HISTORY is necessary for a teacher of history, archeological research worker, librarian, editor, author, diplomat, statesman, or lawyer.

If one has an interest or a talent for ART, one might like to prepare to be an architect, sculptor, art teacher, landscape architect, designer, cartoonist, portrait painter, illustrator, photographer, advertising manager, interior decorator, window decorator, sign painter, or ceramic artist.

One with an exceptional interest and talent in MUSIC might become a conductor (vocal or instrumental), music critic, music teacher, music store salesman, music demonstrator, pianist, vocalist, or a radio or television performer.

One who is interested in subjects in the field of HOME ECONOMICS might succeed as seamstress, dressmaker, milliner, tailor, interior decorator, tearoom manager, baker, chef, dietitian, food administrator, diet expert, or a teacher of home economics.

A boy or girl who takes a special interest in the COMMERCIAL SUBJECTS might prepare to become an accountant, auditor, bookkeeper, advertising agent, employment manager, paymaster, salesman, buyer, merchant, clerk, secretary, stenographer, typist, banker, key punch operator, or a cashier.

A boy with an interest or an ability in any of the various phases of INDUSTRIAL ARTS will find an almost unlimited field of occupations from which to choose. An interest in Metal Work might lead one to become a sheet metal worker, steelworker, ironworker, or a toolmaker. One who likes Woodwork might want to become a carpenter, cabinetmaker, or a furniture designer. A boy who finds that he has special ability in Mechanics might succeed as a machinist, an automobile mechanic, or an airplane mechanic. An interest and an ability in Mechanical Drawing would be a definite help if one had a desire to become an architect, engineer, building inspector, or draftsman. One must show some aptitude or interest in the subject of Printing if one would become a typesetter, pressman, linotype operator, proofreader, or an advertising plan man.

ACTIVITY

You will list the courses you have taken or are taking at the present time. This list will include up to ten (10) courses.

On the lines to the right of each course, explain how the course could be changed to include information and/or skills necessary at your career station.

	COURSE	SUGGESTED CHANGES
1.	____________________	____
		____
2.	____________________	____
		____
3.	____________________	____
		____
4.	____________________	____
		____
5.	____________________	____
		____
6.	____________________	____
		____
7.	____________________	____
8.	____________________	____
		____
9.	____________________	____
		____
10.	____________________	____

POST-TEST

In this test, you will match courses offered in school with career occupations. You will select the course which is most important in preparation for, and success in, each career.

Listed below are ten (10) courses which are offered in high school. You are to write the name of the course which is most important to preparation for each occupation in the spaces provided.

To pass this test, you must correctly match 17 out of 20 school courses with their respective occupations. When you have completed the test, turn to the Test Key on the following page and check your answers.

CAREER OCCUPATION	MAIN COURSE REQUIRED FOR PREPARATION*
1. Truck driver	
2. Clerk typist	
3. Pianist	
4. Librarian	
5. Banker	
6. Linotype operator	
7. Physicist	
8. Lawyer	
9. Accountant	
10. Archeology research	
11. Sign painter	
12. Dietitian	
13. Stenographer	
14. Chef	
15. Language translator	
16. Book critic	
17. Nurse	
18. Toolmaker	
19. Sculptor	
20. Typesetter	

*Select courses from the following list:

English
Foreign Language
Mathematics
History
Home Economics
Industrial Education
Commercial Subjects
Music
Art
Science

POST-TEST (Scoring Key)

Checking your answers to the test you have just completed will provide a new experience for you. You are to read the statements below that pertain to school courses. After reading each statement, turn to the test and check each Career Occupation to determine if you correctly matched the Career Occupations with the school courses.

- -

A knowledge of ENGLISH is extremely important in every line of work. However, a person who takes a special interest in his English work might consider the possibility of becoming a teacher, minister, author, proofreader, editor, journalist, reporter, scenario writer, critic, advertising copy writer, librarian, lawyer, actor, or salesman.

One who possesses unusual skill in learning FOREIGN LANGUAGES may use his ability as a foreign language teacher, translator, interpreter, foreign news correspondent, immigration inspector, foreign missionary, custom operator, or cable operator. Latin is no longer the international language of law, medicine, and the clergy; but a knowledge of foreign language is helpful in the study of medicine, law, engineering, pharmacy, music, and other fields in which numerous terms and many important books must be read in languages other than English.

An interest and an aptitude in MATHEMATICS is essential if one would be a success as a statistician, actuary, accountant, auditor, calculating machine operator, engineer, architect, surveyor, estimator, appraiser, broker, banker, cashier, machinist, chemist, physicist, or an astronomer.

One must have an interest in the study of SCIENCE if one would succeed as a chemist, bacteriologist, astronomer, meteorologist, weather forecaster, botanist, naturalist, paleontologist, geologist, zoologist, taxidermist, pharmacist, physician, surgeon, dentist, nurse, dietitian, laboratory technician, florist, nurseryman, forester, horticulturist, tree surgeon, scientific farmer, farm advisor, or an aviator.

A knowledge of HISTORY is necessary for a teacher of history, archeological research worker, librarian, editor, author, diplomat, statesman, or lawyer.

If one has an interest or a talent for ART, one might like to prepare to be an architect, sculptor, art teacher, landscape architect, designer, cartoonist, portrait painter, illustrator, photographer, advertising manager, interior decorator, window decorator, sign painter, or ceramic artist.

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A boy or girl who takes a special interest in the COMMERCIAL SUBJECTS might prepare to become an accountant, auditor, bookkeeper, advertising agent, employment manager, paymaster, salesman, buyer, merchant, clerk, secretary, stenographer, typist, banker, key punch operator, or a cashier.

A boy with an interest or an ability in any of the various phases of INDUSTRIAL ARTS will find an almost unlimited field of occupations from which to choose. An interest in Metal Work might lead one to become a sheet metal worker, a steelworker, ironworker, or a toolmaker. One who likes Woodwork might want to become a carpenter, cabinetmaker, or a furniture designer. A boy who finds that he has special ability in Mechanics might succeed as a machinist, an automobile mechanic, or an airplane mechanic. An interest and an ability in Mechanical Drawing would be a definite help if one had a desire to become an architect, engineer, building inspector, or draftsman. One must show some aptitude or interest in the subject of Printing if one would become a typesetter, pressman, linotype operator, proofreader, or an advertising plan man.

YOU HAVE NOW COMPLETED THIS LAP. PLEASE RETURN IT TO YOUR COORDINATOR. IT IS SUGGESTED THAT YOU SECURE AN APPOINTMENT WITH HIM TO DISCUSS COURSES THAT YOU ARE CONCERNED WITH IN SCHOOL.

THIS WILL PROVIDE AN OPPORTUNITY FOR YOU TO REINFORCE YOUR FEELINGS ON CHANGES IN COURSES THAT SHOULD BE CONSIDERED TO MAKE THEM MORE RELEVANT TO YOUR CAREER PREPARATION.

I-DEAS

There are several good work habits that are considered as definite assets to assist you to be successful in the world of work.

These work habits include the following:

- Dependability
- Efficiency
- Initiative
- Reliability
- Congeniality
- Courtesy
- Neatness
- Safety Habits

Select two (2) of the above work habits and describe in the space below, and on the following page, how courses in which you are currently enrolled are contributing to your preparation and development of good work habits.

You are to include the total classroom environment in your discussion.

Work Habit: ______________________________

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: GENERAL

Program Goal: 1.3 Analyze and compare duties and responsibilities which are important to various careers and to required and elective courses in the school's curriculum which are of interest to you.

Performance Objective: 1.3.1 Given descriptions of duties and descriptions of responsibilities which differ in importance for a wide variety of careers, identify and list those duties and responsibilities which are required for successful performance in your present assignment. Then select and list those duties and responsibilities which are of greatest interest to you. Compare the two (2) lists of duties and responsibilities, and decide which of the two is of greater interest to you. Justify your conclusions in some type of presentation.

NOTE TO THE STUDENT

It is important that you not only be able to select a career, but that you also attempt to select one which is of interest to you. The selection of your life's work should not be a "hit-or-miss" proposition.

RATIONALE

When selecting a career, every effort should be made to choose one which will be interesting as well as challenging to your abilities.

DIRECTIONS

You will be provided a description of the duties and responsibilities of several occupations. You will have an opportunity to list those which are most appealing to you. You will then compare this list to duties and responsibilities required of you at your career station.

INTRODUCTION

It is important that we attempt to select a career which will offer experiences that are interesting and challenging to us. A basic need of each person is that he must have a feeling of self-satisfaction, and this will be achieved, in part, by participation in activities which are interesting.

Some persons go through life engaged in occupations in which they have little or no interest. These persons must always find another outlet to achieve personal fulfillment, whether it be a hobby or other type of leisure activity.

It should be apparent that a person who is interested in his work will probably perform better by achieving more, both quantitatively and qualitatively, than the person who has no personal interest in the tasks he must carry out at his work assignment.

PRE-TEST

This Pre-Test will be a little different than others you have taken during your high school years.

You are to read each statement and then place an "X" in front of the answer that most closely represents your feelings on that statement toward the subject.

Statement	Answer
1. Some things I do at work are boring - "They drive me up the wall."	____ Not true for me ____ How very true
2. I find it difficult to retain my interest in things I don't understand.	____ Agree ____ Disagree
3. I am usually more interested in myself and what I do than what I contribute to my sponsor's business.	____ No. I'm a company man. ____ Yes. Sort of like me.
4. I feel I should only work enough to insure that my sponsor "gets his money's worth."	____ This is like me. ____ Not like me.
5. The job I have isn't very interesting, but I guess it is okay until I can get something better.	____ I agree. ____ No. I'm perfectly happy.

To pass this Pre-Test, you will need to have marked all answers correct as compared to the Pre-Test Key on the following page.

If all answers are correct, then you may return this LAP to your Coordinator and check out another. If you did not pass this Pre-Test, turn to page 5 and complete ACTIVITY #1; then continue on to numbers 2 and 3.

PRE-TEST (Scoring Key)

On the following test key, the correct answers are indicated by being written in capital letters.

If you do not agree with the stated answers, go back and re-read the statements. You may have misread the intent of the problem.

1. If you marked this TRUE, then you should investigate other career stations to try to find something that is more compatible to your interests.

2. This generally happens to most people when they don't really understand, and consequently appreciate, what they are doing. You should have AGREED with this statement.

3. You should be interested in what you do and you should be interested in yourself; but, your sponsor is paying you to do a job and he has a right to "a piece of the action." Develop a balance -- if he's not making some money as a result of your services, you will soon be out of a job. You should have checked, NO. I'M A COMPANY MAN.

4. If you marked this one as being like you, - then I'm surprised. Here again, the more you can contribute to your sponsor's business, the more valuable you become. Think it over ONCE!!!! Did you mark it, NOT LIKE ME?

5. If you agreed to this statement, then by all means, start looking for something you like better. Life is too short to be staying with something you don't like. After all, a purpose of work experience education is to assist you to discover things you don't like, as well as those you do. If you marked, NO, I'M PERFECTLY HAPPY, then hang in there!!!!

   So, just to be fair and not create an argument, you can also have credit if you marked it, I AGREE.

ACTIVITY #1. Following are a wide variety of duties and responsibilities that are characteristic to many jobs. You are to examine this list and indicate by placing a check (✓) in one of the columns on the right side of the paper, whether or not each duty or responsibility is characteristic of your present assignment.

PRESENT CAREER STATION: ____________________

DUTY OR RESPONSIBILITY	I DO THIS	I DON'T DO THIS
Utilize business telephone technique		
Help customers select purchases		
Operate cash register		
Handle money and make change		
Follow detailed instructions		
Operate company vehicles		
Operate office machines		
Work mostly on an individual basis		
Solve elementary arithmetic problems		
Read directions or instructions		
Write legibly so others can read it		
Get along well with other employees		
Use selling ability		
Primarily serve customers		
Work rapidly to meet standards		
Exhibit enthusiasm toward job		
Conduct myself according to standards		
Organize work to finish on time		
Report to work at a certain time		
Properly dressed and groomed on-the-job		
Courteous to customers at all times		
File materials in a systematic manner		
Carry out tasks without supervision		
Make "sales pitches" to customers		
My work must meet a standard		
Maintain a clean work area		
Make preparations for worker after me		
Work with persons younger than I		
Work with persons who are ill		
Make a product for the customer		

ACTIVITY #2. From the same list of duties and responsibilities, you are to check (✓) only those which you feel you really are interested in doing, whether you do them now or not.

PRESENT CAREER STATION: ____________________

DUTY OR RESPONSIBILITY	I AM REALLY INTERESTED IN
Utilize business telephone technique	
Help customers select purchases	
Operate cash register	
Handle money and make change	
Follow detailed instructions	
Operate company vehicles	
Operate office machines	
Work mostly on an individual basis	
Solve elementary arithmetic problems	
Read directions or instructions	
Write legibly so others can read it	
Get along well with other employees	
Use selling ability	
Primarily serve customers	
Work rapidly to meet standards	
Exhibit enthusiasm toward job	
Conduct myself according to standards	
Organize work to finish on time	
Report to work at a certain time	
Properly dressed and groomed on-the-job	
Courteous to customers at all times	
File materials in a systematic manner	
Carry out tasks without supervision	
Make "sales pitches" to customers	
My work must meet a standard	
Maintain a clean work area	
Make preparations for workers after me	
Work with persons younger than I	
Work with persons who are ill	
Make a product for the customer	

ACTIVITY #3. Compare those duties and responsibilities in Activity #1 which you are currently doing with those in Activity #2 in which you feel you are really interested in doing.

Select four (4) of those duties and responsibilities in which you are really interested, and write them in the four (4) spaces numbered below.

Now do one of the following: FIRST - you may explain how you could incorporate your interest areas into your daily work at your career station; or, SECOND, you may write the name of, or describe, a career station where you would like to be assigned to enable you to perform that duty or responsibility.

1. ____
____
____
____

2. ____
____
____
____

3. ____
____
____
____

4. ____
____
____
____

POST-TEST

Job Satisfactions I need
as a Result of My Needs
and Interests

Listed below are twelve (12) "JOB SATISFACTIONS" that were developed by a man named Schaffer. Score yourself according to the descriptions below. You are to write the two-or-three-letter abbreviations in the spaces provided.

VERY IMPORTANT	V.I.
QUITE IMPORTANT.	Q.I.
OF LITTLE IMPORTANCE	O.L.I.
NO IMPORTANCE.	N.I.

1. RECOGNITION AND APPROVAL - How important is it to you to have others speak approvingly of things you do? ______

2. INTERPERSONAL RELATIONSHIPS - How important is it for you to spend a lot of pleasant time with other people? ______

3. MASTERY AND ACHIEVEMENT - Do you like to be an "expert" in what you do; to turn in "top" work? ______

4. DOMINANCE - to direct, plan, and control the activities of other people. ______

5. SOCIAL WELFARE - Would you like a job helping people or working for the good of others? ______

6. SELF-EXPRESSION - to be able to "do your own thing" ______

7. SOCIO-ECONOMIC STATUS - to be looked-up-to as a result of your economic standing ______

8. MORAL VALUES - to be a "good" person -- honest, fair, just; do the "correct" thing ______

Post-Test (continued)

9. DEPENDENCE - to have, or enlist the help of others in things you do ______

10. CREATIVITY AND CHALLENGE - to be able to do something original or to tackle a brand-new, challenging task ______

11. ECONOMIC SECURITY - to have a steady, sure job, or even one where you have security even though the pay is not too high ______

12. INDEPENDENCE - to be free from the control of others; or to work out your own way of doing things ______

POST-TEST (Scoring Key)

There are no "right" or "wrong" answers on this Post-Test.

This test is strictly for your personal use to assist you to "take another look." To determine your own needs and interests, there is a close connection between these two areas.

It would be to your advantage if you would make an appointment to discuss this evaluation with your counselor. If you have answered these statements correctly, they will tell you much about yourself.

You should now return the completed LAP to your Work Experience Education Coordinator.

I-DEAS

WHAT I WANT FROM A JOB

Listed below are what you might call, "Job Rewards."

You are to select the "reward" which you feel is the most important out of the four (4) listed, and write a short explanation as to why it is important to you in the spaces provided.

JOB REWARDS

1. SECURITY
2. EARLY RETIREMENT
3. OUTDOOR WORK
4. CHANCE TO BE CREATIVE

My selection is: ______________________________

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: GENERAL

Program Goal: 1.3 Analyze and compare duties and responsibilities which are important to various careers, and to required and elective courses in the school's curriculum which are of interest to you.

Performance Objective: 1.3.2 List the titles of elective and required courses offered by your school that you have taken, are now taking, or might take in the future which would help you to assume the preferred set of duties and responsibilities identified under Performance Objective 1.3.1. Prepare a program of studies for the rest of your high school enrollment which will help you to acquire these duties and responsibilities. Indicate what post-high school training, education, or experience will be required to achieve your career objective. Discuss this proposed program with your counselor.

NOTE TO THE STUDENT

Courses of study and classes in which you enroll should relate to your career choice. You will be provided an opportunity to prepare a school program which will help you to qualify yourself for a chosen career objective.

RATIONALE

Courses taken in school should contribute to preparation for a career. The more closely you can select your courses based upon this assumption, the more relevant your education will become.

DIRECTIONS

You will prepare a program of studies that will contribute to preparation for a chosen career. You will also indicate what post-high school education and training will prepare you for higher levels of employment in your career interest area.

INTRODUCTION

Courses taken in high school should contribute to your preparation for entry into the world of work. An opportunity is provided in this LAP for you to identify those courses which you feel help accomplish this goal.

You will also indicate what post-high school education or training is necessary to assist you to meet your career objective. Since every high school in California is located within a community college district, it is to the advantage of high school students that they take advantage of the opportunities available at these institutions.

Other post-high school education institutions are also available in a variety of levels. You may wish to discuss your post-high school plans with your regular counselor. This would assist you to "lay-out" your future educational needs to assist you to reach your career objective.

PRE-TEST

This test was developed to help you visualize how you will really approach your career goal choices by giving some serious thought as to what preparation is needed and what you are doing to meet this need.

On the right side of the paper are three (3) columns, headed by: I KNOW THIS COLD, I HAVE A VAGUE IDEA, and I'M SORT OF "IN THE DARK."

You will place a check (✓) under the column heading that best describes your feelings about each statement.

For each check (✓) in the first column, you will earn five (5) points. For each check (✓) in the second column, you will earn three (3) points, and for each check (✓) in the third column, you receive one (1) point.

After you complete the test, add up your points and write the number of your score in the space provided at the end of the test.

All statements in this Pre-Test apply to your first and second career choice goals.

FORM FOR PRE-TEST

STATEMENT	I know this cold	I have a vague idea	I'm sort of in the dark
1. The procedure necessary to get started working in my career choice areas			
2. Persons who can assist me to get employment			
3. Additional training that is necessary to obtain a license or certificate			
4. If additional training or education is necessary, I know where to get it.			
5. Subjects available in my high school which would help me			
6. Kinds of positions I might advance to in my career areas			
7. Local or other businesses where employment is available			
8. Procedure to use when enrolling in post-high school education or training institutions			
9. Information my counselor has on these careers			
10. Information that is available in our school library or career center'			

SCORES EACH COLUMN ______ ______ ______

TOTAL SCORE __________

If you scored at least 46 points on this test, you are really quite well-oriented and obviously have given much serious thought to your career plans. You may now return the LAP to your Coordinator and proceed on to the next one.

If your score does not add up to 46 points, you need to give more thought to career preparation. Turn to page 5 and commence with Activity #1. When you complete this Activity, continue on through Activities #2 and #3.

TYPICAL COURSES OFFERED IN HIGH SCHOOL

ENGLISH
MATHEMATICS
SPEECH
SOCIAL STUDIES
ART
AGRICULTURE
BUSINESS
AUTO SHOP

WOOD SHOP
METAL SHOP
PLASTICS
DRAFTING
GRAPHIC ARTS
CONSUMER EDUC.
HOMEMAKING
LANGUAGE

FOOD SERVICE
AGRICULTURE MECH.
HEALTH EDUCATION
PHYSICAL EDUCATION
SCIENCE
DRAMA
MUSIC
ETHNIC STUDIES

ACTIVITY #1. Above is a list of typical courses that are generally offered in high schools. From this list, you are to select those courses which would contribute to prepare you for your first-choice career goal and your second-choice career goal.

NAME OF FIRST-CHOICE CAREER GOAL: ______________________________

Courses which contribute to preparation for this goal:

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

NAME OF SECOND-CHOICE CAREER GOAL: ______________________________

Courses which contribute to preparation for this goal:

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

ACTIVITY #2. You will now have an opportunity to refer back to the list of courses on the previous page to those you are not taking while in school.

Indicate the names of those courses which you feel would help you to prepare for your first-choice and second-choice careers, but that you are not now taking in school.

NAME OF FIRST-CHOICE CAREER GOAL: ______________________________

Courses I should take to help me prepare for this career:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

NAME OF SECOND-CHOICE CAREER GOAL: ______________________________

Courses I should take to help me prepare for this career:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

ACTIVITY #3. Reference: Local community college catalog of course offerings, local private schools, trade schools, or other institutions of higher learning

To advance in, or to even gain entry in, many careers, a person must prepare himself by obtaining post-high school training and education.

Many times, young workers do not avail themselves of opportunities that are available, ones that would most certainly pay off in the long run by qualifying the worker for advancement in a career he has chosen or entered.

You are to name your first-choice and second-choice careers; then write a paragraph about each. In this paragraph, you will discuss the POST-HIGH SCHOOL education or training you should get to assist you to enter or advance in that career area.

NAME OF FIRST-CHOICE CAREER GOAL: ______________________

Education or other training I should get after high school:

____

____

____

____

NAME OF SECOND-CHOICE CAREER GOAL: ______________________

Education or other training I should get after high school:

____

____

____

____

POST-TEST

You have now completed this LAP and are ready to take the Post-Test. You should have a better understanding of the information and facilities that are available to you as you prepare for entry into a career.

You should remember that entry into a career is not in itself a final measure of success. There must be many opportunities available for advancement that you will need to consider.

You will not want to remain at an entry-level position for very long; nor will your employer want you to stay there. Most employers use entry-level positions to test-out new employees. If you decide to stay at that position, you will probably find yourself out seeking employment as a result of being terminated from your job.

When you finish this Post-Test, compare your Pre-Test score with your Post-Test score. You should score somewhat higher on the Post-Test. After you have done this, you may return the LAP to your Coordinator. Incidentally, you may wish to schedule an appointment with him or your regular counselor to discuss your post-high school career preparation plans.

FORM FOR POST-TEST

STATEMENT	I know this cold	I have a vague idea	I'm sort of in the dark
1. The procedure necessary to get started working in my career choice areas			
2. Persons who can assist me to get employment			
3. Additional training that is necessary to obtain a license or certificate			
4. If additional training or education is necessary, I know where to get it.			
5. Subjects available in my high school which would help me			
6. Kinds of positions I might advance to in my career areas			
7. Local or other businesses where employment is available			
8. Procedure to use when enrolling in post-high school education or training institutions			
9. Information my counselor has on these careers			
10. Information that is available in our school library or career center			

SCORES EACH COLUMN ________ ________ ________

TOTAL SCORE ____________

Re-read the instructions on the Pre-Test on page 3 on how this test is to be scored. The same directions apply here. Your score should be higher on the Post-Test than on the Pre-Test.

PRE-TEST TOTAL SCORE ________

POST-TEST TOTAL SCORE ________

I-DEAS

Refer to your First-Choice Career Goal on page 5 of this LAP.

Write the name of that choice: ________________________________

You are now required to interview an instructor of one of the courses in which you are enrolled in school. Discuss with the instructor how the course can contribute to your preparation for your First-Choice Career Goal.

Use the remainder of this page to write a summary of the information you obtain as a result of the interview.

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: GENERAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Define "basic need," "personal fulfillment," and "productive work."
2. List in order of importance to man's personal fulfillment what you consider to be ten (10) of his basic needs.
3. Defend your ideas on the importance of productive work as compared to (other) needs on your list.

RATIONALE

This LAP is designed to help you make a list of basic needs important to man's personal fulfillment and to enable you to defend your ranking or not ranking of productive work on such a list.

DIRECTIONS

In this LAP you will define key words; list, discuss, or illustrate basic human needs; define more key words; rank basic needs in order of importance to man's personal fulfillment; view a filmstrip which you will relate to productive work; interview adults to determine the importance of productive work to them; and comment on the value and ranking of productive work with regard to other needs.

PRE-TEST

INSTRUCTIONS: The Pre-test will measure to what degree you can already achieve the objectives of this LAP. Put your work in the space provided on this test.

1. Define each of the following terms:

   a. Basic Need:

   b. Personal Fulfillment:

   c. Productive Work:

2. Based on your own analysis, list in order of importance to man's personal fulfillment ten (10) of his basic needs (most important first).

   1.

   2.

   3.

   4.

   5.

   6.

   7.

   8.

   9.

   10.

(Continued on next page)

PRE-TEST (Cont'd.)

3. If you placed "productive work" on your list in #2, do the following:

(If you did not place "productive work" on your list in #2, go to the next page.)

a. Give three (3) reasons why you place "productive work" on your list.

1.

2.

3.

b. Defend the position or ranking of "productive work" on your list by comparing it to at least three (3) other basic needs on the list, at least one of which must be ranked above and at least one of which must be ranked below "productive work" on the list. In each case, explain why "productive work" ranked above or below the need in question. (If you ranked "productive work" #1 on your list, explain why you ranked it above at least three (3) other needs on the list.)

________________ ranked above "productive work" because:
(Need)

________________ ranked below "productive work" because:
(Need)

________________ ranked ______________ "productive work" because:
(Need) (above, below)

(If you ranked "productive work" #1, alter these forms to read "below" in every case.) Go to the next page and begin reading underneath the starred line (************) you find there.

PRE-TEST (Cont'd.)

3. If you did not place "productive work" on your list in #2, do the following:

   a. Do you consider "productive work" a basic need important to man's personal fulfillment? Give at least three (3) reasons for your answer.

      1.

      2.

      3.

   b. Select at least three (3) needs from your list in #2 and explain why each is more important to man's personal fulfillment than is "productive work," according to your conclusions.

      ____________________ ranked above "productive work" because:
      (Need)

      ____________________ ranked above "productive work" because:
      (Need)

      ____________________ ranked above "productive work" because:
      (Need)

****

Each answer you gave on this exam counts for one (1) point if correct. So, #1 was worth 3 points, #2 was worth 10 points, #3 was worth 6 points, which gives a possible total of 19 points. If you score 16 points or better, you have achieved the objectives of this LAP. Take the pre-test to the coordinator for evaluation.

PRE-TEST (Scoring Key)

1. Possible answers below. Score 1 point for each.

   Total possible score: 3/3

   a. Fundamental necessity
   b. Satisfaction or gratification
   c. Useful labor; beneficial action

2. Possible answers below. Score 1 point for each, up to a maximum of 10.

   Total possible score: 10/10

   food
   clothing
   shelter
   muscular activity
   mental activity
   giving love
   receiving love
   self-esteem
   self-respect
   achievement
   independence
   personal recognition
   adequacy
   productive work
   sex
   sleep
   acceptance
   physical safety
   psychological safety
   belongingness
   social respect
   power
   reputation
   social recognition
   pleasure

3. Coordinator must judge answers.

   a. 3 reasons for placing or not placing productive work on list in #2.

      Score 1 point for each reason.

      Total possible score: 3/3

   b. 3 rank defenses.

      Score 1 point for each defense.

      Total possible score: 3/3

Total possible score on Pre-test: 19/19

Acceptable score: 16/19

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: The following activities are required:

ACTIVITY 1

ACTIVITY 2 (either Option A, B, or C)

ACTIVITY 3

ACTIVITY 4

ACTIVITY 5

ACTIVITY 6

ACTIVITY 7 (either Option A, B, or C)

When you have completed the seven (7) activities specified above, turn them in to the coordinator for checking. However, the coordinator may wish to monitor your work periodically, such as after each activity.

Begin ACTIVITY 1.

ACTIVITY 1

The purpose of this activity is to introduce some key words you will have to understand to successfully complete this LAP.

Write down a definition for each of the following words, after consulting a standard school distionary and/or your parents, friends, etc., if need be. Put the definition in the space provided on this page.

1. need:

2. necessity:

3. desire:

4. want:

5. basic:

6. fundamental:

7. basic need:

8. mankind:

ACTIVITY 1 (Scoring Key)

1.	need	urgent want or necessity
2.	necessity	that which is necessary
3.	desire	craving for the possession or enjoyment of something
4.	want	need or necessity
5.	basic	that which constitutes a foundation
6.	fundamental	primary or essential
7.	basic need	fundamental necessity
8.	mankind	the human race

ACTIVITY 2 (Option A)

This activity is designed to get you to consider what constitutes basic human needs.

Using the definitions from ACTIVITY 1, write down what you consider to be the basic needs of mankind. You should list at least fifteen (15) basic needs.

Some possible examples are: Basic body needs such as food, safety needs, love needs, self-respect needs, etc. Put your answers in the space provided below on this page.

BASIC NEEDS OF MANKIND

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

After you have compiled your list, compare the needs you have selected with those selected by a fellow work experience student, if possible.

ACTIVITY 2 (Option B)

This activity is designed to get you to consider what constitutes basic human needs.

Form a discussion group with at least one (1) other student and enumerate what you consider to be the basic needs of mankind. Some possible examples are: Basic body needs such as food, safety needs, love needs, self-respect needs, etc. After your discussion, list in writing below at least fifteen (15) basic needs. The definitions from ACTIVITY 1 will prove useful in this activity.

BASIC NEEDS OF MANKIND

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

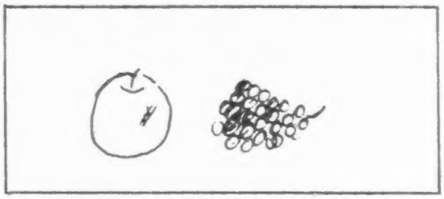
After you have compiled your list, compare the needs you have selected with those selected by a fellow work experience student not in your group, if possible.

ACTIVITY 2 (Option C)

This activity is designed to get you to consider what constitutes basic human needs.

Using the definitions from ACTIVITY 1, enumerate what you consider the basic needs of mankind. Use your own drawings or pictures clipped from newspapers and magazines to illustrate at least fifteen (15) basic needs. Some possible examples are: Basic body needs such as food, safety needs, love needs, self-respect needs, etc. Mount your drawings and photographs on a cardboard sheet, labeling which need each illustrates. Display your work for the class. When you have completed this activity, compare the needs you have selected with those selected by a fellow work experience student, if possible.

Example:



Food

ACTIVITY 2 (Scoring Key)

Some basic needs of mankind:

1. Food
2. Clothing
3. Shelter
4. Muscular activity
5. Mental activity
6. Giving love
7. Receiving love
8. Self-esteem
9. Self-respect
10. Achievement
11. Independence
12. Personal recognition
13. Adequacy
14. Productive work
15. Sex
16. Sleep
17. Acceptance
18. Physical safety
19. Psychological safety
20. Belongingness
21. Social Respect
22. Power
23. Reputation
24. Social recognition
25. Pleasure

ACTIVITY 3

The purpose of this activity is to introduce a few more key words which you must understand to successfully complete coming activities in this LAP. Write down a definition for each of the following words, after consulting a standard school dictionary and/or your parents, relatives, friends, etc., if need be. Put the definitions in the space provided on this page.

1. Fulfillment:

2. Contentment:

3. Satisfaction:

4. Self-fulfillment:

ACTIVITY 3 (Scoring Key)

1.	Fulfillment	accomplishment or completion
2.	Contentment	Satisfaction of mind or gratification
3.	Satisfaction	Gratification or content
4.	Self-fulfillment	Satisfaction or gratification of self

ACTIVITY 4

This activity is designed to allow you to put together what you have done in the first three activities so that you can rank man's fulfillment needs in order.

Using the definitions from ACTIVITY 3 and the list of basic needs from ACTIVITY 2, select ten (10) basic needs you consider most important to mankind's personal fulfillment. Then, rank those needs you have selected in what you consider to be their order of importance to man's personal fulfillment (most important first).

Basic Needs Most Important to Man's Personal Fulfillment (Unranked)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Basic Needs Important to Man's Personal Fulfillment

(Ranked in order of importance)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Compare your selection and rankings with those of a fellow student, if possible.

ACTIVITY 5

This activity is designed to introduce you to the concept of productive work and its relationship to personal fulfillment.

View the filmstrip "Needs, Satisfactions, and Goals" and/or the film strip "Your Life of Work." These filmstrips will prove useful in answering the following questions. Put your answers in the space provided.

1. What is "productive work?" (Use a dictionary, if necessary)

2. Do you consider "productive work" to be a basic need of mankind? Give at least three (3) reasons why you answered as you did.

3. Do you think "productive work" is important to man's personal fulfillment? Again, give at least three (3) reasons why you answered as you did.

Compare your answers with those of a fellow student, if possible.

ACTIVITY 5 (Scoring Key)

1. Productive work	Useful labor; beneficial action

ACTIVITY 6

This activity is designed to enable you to obtain a sampling of mankind's view of the value of productive work.

Interview at least three (3) working adults to determine whether productive work is important to their own personal fulfillment. Either make a tape of each person interviewed using a cassette recorder or summarize in writing in the space provided below the comments of each person you interviewed. Some sample interview questions: What do you do for a living? Do you consider what you are doing productive work? Is it important to you to be engaged in some form of productive work? How important?

Written Interview Summary

Comments about productive work from Person #1, who was a(n) ____________

______________________________.
(Occupation)

Comments about productive work from Person #2, who was a(n) ____________

______________________________.
(Occupation)

Comments about productive work from Person #3, who was a(n) ____________

______________________________.
(Occupation)

Compare the information you gathered in your interviews with that gathered by a friend.

ACTIVITY 7 (Option A)

The purpose of this activity is to get you to consider the value of productive work and its relative importance to other self-fulfillment needs.

Form a discussion group with at least two (2) other students. Using ACTIVITY 5 and ACTIVITY 6 as guides, discuss and debate the ideas raised in the passage quoted below, making sure to comment on:

a. The value of productive work to man's self-fulfillment.
b. The ranking of productive work with respect to other basic needs.

"When all previous needs are satisfied, the need for self-actualization emerges, an ongoing process driving the individual to accomplish his lifework. This is a high-level need, expressed by the teacher when he teaches, by the artist when he paints, by the musician when he plays or sings, by the doctor when he cures disease and cares for his patients, and by the successful housewife and mother. Continuous satisfaction of this need leads to ultimate happiness. It is not a life of leisure that brings about happiness, but rather a life in which the individual achieves what he wants."[1]

After the discussion of this passage in terms of "a" and "b" above, summarize in writing your conclusions in the space provided on this page.

Summary of Ideas on the Value of Productive Work to Man's Self-fulfillment

Summary of Ideas on the Ranking of Productive Work with Respect to Other Basic Needs

Compare your conclusions with those of a student from another group, if possible.

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[1] Edward B. Johns, Wilfred C. Sutton, and Lloyd E. Webster, Health for Effective Living, 4th ed., McGraw-Hill Book Company, New York, 1966, Page 40.

ACTIVITY 7 (Option B)

The purpose of this activity is to get you to consider the value of productive work and its relative importance to other self-fulfillment needs.

Form a discussion group with at least two (2) other students. Using ACTIVITY 5 and ACTIVITY 6 as guides, discuss and debate in numerical order the following statements:

Statement #1: "'Productive work' should be included in a list of basic needs important to man's personal fulfillment."

Statement #2: "'Productive work' should be ranked #1 on a list of basic needs important to man's personal fulfillment."

After the discussion, summarize in writing your conclusions on each statement, using the space provided on this page.

SUMMARY OF IDEAS ON STATEMENT #1

SUMMARY OF IDEAS ON STATEMENT #2

Compare your conclusions with those of a friend from another group, if possible.

ACTIVITY 7 (Option C)

The purpose of this activity is to get you to consider the value of productive work and its relative importance to other self-fulfillment needs.

1. From your list compiled in ACTIVITY 4, select a basic need (other than "productive work") important to man's personal fulfillment. Using information you have gained from ACTIVITY 5 and ACTIVITY 6, compare the basic need you have selected with "productive work" and state whether it is more or less important to man's personal fulfillment. Give at least two (2) reasons to support your answer. Use the format and space provided here for your answer.

   ________________________ is ________________________ important to
   (Need) (More, Less)

   man's personal fulfillment than productive work for the following reasons:

   (1)

   (2)

2. Select another basic need from your list in ACTIVITY 4 and repeat #1, again using the format and space provided.

   ________________________ is ________________________ important to
   (Need) (More, Less)

   man's personal fulfillment than productive work for the following reasons:

   (1)

   (2)

Compare your work on this activity with that of a friend, if possible.

POST TEST

INSTRUCTIONS: The post test will measure to what degree you have achieved the objectives of this LAP. Put your work in the space provided on the test.

1. Define each of the following terms:

   a. Basic Need:

   b. Personal Fulfillment:

   c. Productive Work:

2. Based on your own analysis, list in order of importance to man's personal fulfillment ten (10) of his basic needs (most important first).

   1.

   2.

   3.

   4.

   5.

   6.

   7.

   8.

   9.

   10.

(Continued on next page)

3. If you placed "productive work" on your list in #2, do the following:

   (If you did not place "productive work" on your list in #2, go to the next page.)

   a. Give three (3) reasons why you placed "productive work" on your list.

      1.

      2.

      3.

   b. Defend the position or ranking of "productive work" on your list by comparing it to at least three (3) other basic needs on the list, at least one of which must be ranked above and at least one of which must be ranked below "productive work" on the list. In each case, explain why "productive work" ranked above or below the need in question. (If you ranked "productive work" #1 on your list, explain why you ranked it above at least three (3) other needs on the list.)

      ________________ ranked above "productive work" because:
      (Need)

      ________________ ranked below "productive work" because:
      (Need)

      ________________ Ranked ________________ "productive work" because:
      (Need) (above, below)

(If you ranked "productive work" #1, alter these forms to read "below" in every case.) Go to the next page and begin reading underneath the starred line (***********) you find there.

3. If you did not place "productive work" on your list in #2, do the following:

   a. Do you consider "productive work" a basic need important to man's personal fulfillment? Give at least three (3) reasons for your answer.

      1.

      2.

      3.

   b. Select at least three (3) needs from your list in #2 and explain why each is more important to man's personal fulfillment than is "productive work," according to your conclusions.

      ____________________ ranked above "productive work" because:
      (Need)

      ____________________ ranked above "productive work" because:
      (Need)

      ____________________ ranked above "productive work" because:
      (Need)

****

Each answer you gave on this exam counts for one (1) point if correct. So, #1 was worth 3 points, #2 was worth 10 points, #3 was worth 6 points, which gives a possible total of 19 points. If you score 16 points or better, you have achieved the objectives of this LAP. Take this post test to the coordinator for evaluation.

At this time, the instructor will refer you to appropriate I-DEAS.

POST TEST (Scoring Key)

1. Possible answers below. Score 1 point for each.

   Total possible score: 3/3

   a. Fundamental necessity
   b. Satisfaction or gratification of self
   c. Useful labor; beneficial action

2. Possible answers below. Score 1 point for each, up to a maximum of 10.

   Total possible score: 10/10

   food
   clothing
   shelter
   muscular activity
   mental activity
   giving love
   receiving love
   self-esteem
   self-respect
   achievement
   independence
   personal recognition
   adequacy
   productive work
   sex
   sleep
   acceptance
   physical safety
   psychological safety
   belongingness
   social respect
   power
   reputation
   social recognition
   pleasure

3. Coordinator must judge answers.

   a. 3 reasons for placing or not placing productive work on list in #2.

      Score 1 point for each reason.

      Total possible score: 3/3

   b. 3 rank defenses.

      Score 1 point for each defense.

      Total possible score: 3/3

Total possible score on Post Test: 19/19

Acceptable Score: 16/19

I-DEAS

1. Consult a religious counselor of your choice (priest, minister, rabbi, etc.) and ask him for his views regarding the relationship of productive work to man's personal fulfillment. If available, use a cassette recorder to tape the interview and then tape at least two (2) minutes of your own comments on the ideas he offered. If the recorder is not available, write a one (1) page summary of his views and a one (1) page commentary on the ideas he offered. Play the tape or present the paper to the class.

2. View at least two (2) of the following filmstrips:

   "Epic of Man: Man Inherits the Earth"
   "Epic of Man: Mesolithic Age"
   "Epic of Man: Neolithic Folk Today"
   "Epic of Man: Sumer - First Great Civilization"

   For at least two (2) of the societies depicted in the above filmstrips, compare and contrast the ways in which they fulfilled the following basic needs:

   (1) Food
   (2) Clothing
   (3) Shelter

   Either write a one (1) page paper on the above topic to be reviewed by the coordinator or present a two (2) minute talk to the class covering the topic.

3. Research Abraham Maslow's ranking system of basic human needs by consulting Maslow, Abraham H.: "A Theory of Human Motivation," in Gorlow, Leon and Katovsky, Walter (eds.), Readings in the Psychology of Adjustment, McGraw-Hill Book Company, New York, 1959, or Johns, Edward B. et al: Health for Effective Living, 4th ed., McGraw-Hill Book Company, New York, 1966, pp. 39-41, or a psychology textbook which deals with Maslow's ideas. Then, write a one (1) page summary of Maslow's theory of basic needs, paying particular attention to his views on the importance of productive work (self-actualization). Also, write a one (1) page commentary of your own opinions, attacking or supporting his view and ranking of productive work in a basic needs scheme.

4. View the filmstrip "Who Are Your Ideals?" Select two (2) of the famous people featured in the filmstrip and, in a one (1) page paper or two (2) minute speech to the class:

   a. State what each "ideal" considered his life work.
   b. Compare and contrast each individual's concept of productive work and its ranking in his value scheme, as you see it from the filmstrip.

5. Select a famous person whom you admire and read his biography or autobiography. A librarian can help you select a suitable book on the person you have chosen. Decide whether productive work was very important, fairly important, or not too important to the personal fulfillment of the famous person selected. Write a one (1) page paper or deliver a two (2) minute talk to the class, stating your decision and supporting it with at least four (4) reasons. You may use incidents from the subject's life, quotes from the subject, quotes from people who knew the subject, etc., to defend your position.

NOTES TO THE COORDINATOR

For ACTIVITY 5: "Needs, Satisfactions, and Goals" (Filmstrip, 40 frames, color, with captions. Filmstrip of the Month, 1963.)

"Your Life of Work" (Filmstrip, 38 frames, color. Filmstrip of the Month, 1960.)

For I-DEAS 2: "Epic of Man: Man Inherits the Earth" (Filmstrip, 79 frames, color, with captions. Life, 1957.)

"Epic of Man: Mesolithic Age" (Filmstrip, 52 frames, color, with captions. Life, 1957.)

"Epic of Man: Neolithic Folk Today" (Filmstrip, 64 frames, color, with captions. Life, 1957.)

"Epic of Man: Sumer - First Great Civilization" (Filmstrip, 59 frames, color, with captions. Life, 1957.)

For I-DEAS 4: "Who Are Your Ideals?" (Filmstrip, 42 frames, color. Filmstrip of the Month, 1959.)

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: GENERAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences, give reasons why there are none.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List five (5) needs in order of importance to your own personal fulfillment at this time.
2. List three (3) new responsibilities or situations you will face in early adulthood.
3. List (5) five needs in what you think will be their order of importance to your own personal fulfillment 5 years from now.
4. Comment on similarities and/or differences in the two lists; comment on the placement of productive work-related needs on the lists.

RATIONALE

This LAP is designed to enable you to determine what needs are important to your own personal fulfillment now and what needs will be important in your future early adulthood years.

DIRECTIONS

In this LAP you will select and rank the five (5) fulfillment needs most important to you from a general list of needs; comment on the importance attached to productive work-related needs on your list; view a film which will aid you in realistic projection of future needs; illustrate new responsibilities or situations you will encounter in early adulthood; interview young adults to investigate the influence of new responsibilities on their need-fulfillment scheme; project what your future self-fulfillment needs will be, comment on similarities and/or differences between your current and future needs; and re-examine the placement of productive work-related needs on your lists.

PRE-TEST

INSTRUCTIONS:

This pre-test will measure to what degree you can already achieve the objectives of this LAP. Put your work in the space provided on the test.

1. From the list of job-related needs given below, pick out the five (5) most important to your own personal fulfillment at this time. Then, rank the needs you have selected in order of importance to you, placing the most important first.

JOB-RELATED NEEDS

A job where I could be the leader
A job which is interesting
A job where I could be looked upon very highly by others
A job where I could be the boss
A job which I could be absolutely sure of keeping
A job where I could express my feelings, ideas, talent, etc.
A job which is highly paid
A job where I could make a name for myself
A job where I could help other people
A job where I could work more or less on my own

The five (5) needs most important to my own personal fulfillment are (unranked):

(1)

(2)

(3)

(4)

(5)

The five (5) needs most important to my own personal fulfillment are (ranked in order of importance):

(1)

(2)

(3)

(4)

(5)

2. List three (3) development tasks (new responsibilities, new situations, etc.) of early adulthood (ages 18-35).

   (1)

   (2)

   (3)

3. Refer back to the list of "Job-Related Needs" on the first page of this test. Pick out the five (5) needs from this list you think will be most important to your own personal fulfillment 5 years from now. Then, rank these in what you think will be their order of importance to you at that time.

The five (5) needs I think will be most important to my own personal fulfillment 5 years from now are (unranked):

   (1)

   (2)

   (3)

   (4)

   (5)

The five (5) needs I think will be most important to my own personal fulfillment 5 years from now are (ranked in order of importance):

   (1)

   (2)

   (3)

   (4)

   (5)

4. A. Compare your projected list of needs derived in #3 to your current list of needs derived in #1. Account for any differences between the lists. If your current and projected lists are identical, give two (2) reasons for this.

   B. Also, comment on your placement of the needs closely related to "productive work," "A job where I could express my feelings, ideas, talent, etc." and "A job where I could help other people." Compare the importance you attach to these productive work-related needs currently to your projected (5 years from now) consideration of them. Use the space on the next page for your answer.

PRE-TEST (continued)

4. (continued)

A. Comments on Differences (or Similarities) between Current and Projected Lists of Needs

B. Comments on Relative Placements of "A job where I could express my feelings, ideas, talents, etc." and "A job where I could help other people" on Current and Projected Lists of Needs

---

This test will be scored as follows: #1 - 5 points; #2 - 3 points; #3 - 5 points; #4 - 4 points. The total possible number of points is 17; if you can score 14 or better, you have achieved the objectives of this LAP.

Take your test paper to the Coordinator for evaluation.

PRE-TEST

Scoring Key

1. Student must rank five (5) of the job-related needs given in order of importance to his personal fulfillment. Score 1 point for each.

   Possible score: 5 points.

2. Student must list three (3) developmental tasks of early adulthood. Score 1 point for each.

   Possible score: 3 points.

Some possible answers:	Selecting a mate Learning to live with a marriage partner Starting a family Rearing children Managing a home Getting started in an occupation Taking on civic responsibility Finding a congenial social group

3. Student must rank five (5) of the job-related needs given in order of importance to his personal fulfillment, as projected by him for 5 years from now. Score 1 point for each.

   Possible score: 5 points.

4. Student must account for any differences between lists derived in #1 and #3 or give two (2) reasons why there are no differences. Score a total of 2 points for satisfactory explanations.

   Student must also compare the importance he attached to both "A job where I could express my feelings, ideas, talents, etc." and "A job where I could help other people," referring to his current and projected self-fulfillment needs. Score a total of 2 points for satisfactory explanations.

   Possible score: 4 points.

Total possible score on pre-test: 17 points
Acceptable Score: 14 points

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: The following activities are required:

ACTIVITY 1
ACTIVITY 2
ACTIVITY 3
ACTIVITY 4
ACTIVITY 5

When you have completed the five (5) required activities specified above, turn them in to the Coordinator for checking. However, the Coordinator may wish to check your work periodically, such as after each activity.

Begin ACTIVITY 1.

ACTIVITY 1

This activity is designed to help you determine your personal self-fulfillment needs and analyze the importance you attach to productive work-related needs. From the list of needs below, pick out five (5) that are most important to your own personal fulfillment (the most importance five (5)). Rank the needs you have selected in order of importance to you, placing the most important first. Use the space provided below.

Needs

Status
Escape from boredom
Personal recognition
Personal power
Security
Achievement
Financial reward
Self-esteem
Feeling of usefulness
Independence

The five (5) needs most important to my own personal fulfillment are (unranked):

1.

2.

3.

4.

5.

The five (5) needs most important to my own personal fulfillment (ranked in order of importance) are:

1.

2.

3.

4.

5.

ACTIVITY 1 (continued)

Now that you have selected and ranked five (5) needs from the list, comment on the importance you attached to two (2) of the needs on the original list, "achievement" and "feeling of usefulness." Both of these may be related to a more general need (not listed originally) which can be called "the need to do productive work." For each of the above listed two (2) needs, give a reason why it did or did not make your list. Use the space provided on this page for your comments.

"Achievement" ________________ make my list because:
(did, did not)

"Feeling of usefulness" ________________ make my list because:
(did, did not)

Compare your selection of needs and comments with those of a fellow student, if possible

ACTIVITY 2

Later in this LAP you will be called upon to project what your future self-fulfillment needs will be. The purpose of this activity is to illustrate some personal qualities necessary for successful need projection.

In order to deal intelligently with the future, you must know exactly where you stand now and you must be able to realistically assess your current circumstances. Only then can you project intelligently into the future.

In this activity, you will view the film "My Old Man," which deals with a person who obviously does not know where he stands. After viewing the film answer the following questions in the space provided on this page.

1. Was Joe Butler living in a "dream world?" Give two (2) incidents from the film to support your contention.

2. What qualities does Joe Butler need to develop in order to deal intelligently with both the present and the future? Give at least two (2) qualities.

Compare your answers with those of a fellow student, if possible.

ACTIVITY 2

Scoring Key

1. Joe Butler definitely was living in a dream world. Student should cite two (2) incidents from the film which show Joe lived in a world of illusion and was unable to cope with reality.

2. In order to deal intelligently with both the present and the future, Joe needs to:
    1. Know exactly where he stands now.
    2. Know where he wants to go in the future.
    3. Be able to anticipate realistically new responsibilities, situations, etc. he will have to face.

(Student should list at least two (2) of the above numbered qualities, or similar qualities.)

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ACTIVITY 3

To project your future self-fulfillment needs you will have to consider future circumstances such as new responsibilities, new situations, etc. The purpose of this activity is to make you aware of these new circumstances.

"At each period of life there are particular kinds of tasks for each individual to perform, imposed on him by his society and by his own needs and made possible of solution by past learning and the continuing process of maturation...the success with which these and other tasks are achieved has a great influence both on the individual's general adjustment and happiness and on his success in achieving subsequent tasks."[1] The principal developmental tasks for the period of early adulthood are:[2]

Selecting a mate
Learning to live with a marriage partner
Starting a family
Rearing children
Managing a home
Getting started in an occupation
Taking on civic responsibility
Finding a congenial social group

You are to select at least four (4) of the above developmental tasks and illustrate them. You may do this in either of the following ways:

a. Cut out pictures from newspapers or magazines which illustrate the developmental task in question. Mount these pictures on a piece of cardboard and label the task each represents. Display your illustrations to the class and have them comment on your work, if possible.

b. Use a cartoon character of your own creation to illustrate each developmental task you select. For example, to illustrate mate selection you could show your character holding hands with a somewhat fat, ugly young (?) lady. Mount your cartoons on a piece of cardboard, labeling each with the developmental task it represents. Display your illustrations to the class and have them comment on your work, if possible.

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[1] Floyd L. Ruch, Psychology and Life, Scott, Foresman, and Company, Chicago 1963, p. 67.

[2] Ibid.

ACTIVITY 4

This activity is designed to allow you to investigate the influence of early adulthood developmental tasks on the self-fulfillment needs of young adults.

Obtain some small index cards and write each need listed in the general "Needs" list in ACTIVITY 1, page 7, on a separate card. There are ten (10) needs listed there, so you should have ten (10) index cards.

On another index card, write down the principal developmental tasks for the period of adulthood, listed in ACTIVITY 3.

You are to interview at least three (3) people who are 5-10 years older than you are. Use a cassette recorder if possible to tape the interview. Present each interviewee with the "Needs" cards and have him pick out the five (5) needs most important to his personal self-fulfillment. Then, have him rank these needs in order of importance to him. At this point, present him with the card containing the developmental tasks of early adulthood and ask him to explain what affect involvement in any of these tasks has had on his selection and ranking of needs.

If the cassette recorder is available, you are to make a tape of each interview, which is also to include a statement of the subject's list of needs and your own summary of his comments on the relationship of developmental tasks to his selection and ranking of needs. Play the tape for a classmate and compare results with him, if possible.

If the cassette recorder is not available to you, make a written summary of your interviews, using the form and space provided on the next page.

ACTIVITY 4 (continued)

SUMMARY OF INTERVIEW DATA

Interview #1:

List of Needs

Comments

Interview #2:

List of Needs

Comments

Interview #3

List of Needs

Comments

Compare the results of your interviews with those of a fellow classmate, if possible.

ACTIVITY 5

This activity is designed to provide you with practice in projecting your personal self-fulfillment needs in the future.

From the general list of "Needs" in ACTIVITY 1, pick out the five (5) needs you think will be most important to your own personal fulfillment 10 years from now. Rank these in what you think will be their order of importance to you at that time. Use the space provided below for your work.

The five (5) needs I think will be most important to my own personal fulfillment 10 years from now are (unranked):

1.

2.

3.

4.

5.

The five (5) needs I think will be most importance to my own personal fulfillment 10 years from now are (ranked in order of importance):

1.

2.

3.

4.

5.

Compare your projected list of needs for 10 years from now to your current list of needs you derived in ACTIVITY 1. Using the space provided on the next page, account for any differences in the lists. (Example: "Financial reward went from unranked on my current list to #2 on my projected list because I live at home now and have no money problems but I expect to be married in 10 years and have a need for the money") If your current and projected lists are identical, give at least two (2) reasons for this.

Also, comment on your placement of the productive work-related needs, "achievement" and "feeling of usefulness." Compare the importance you attach to these needs currently to your projected consideration of them. Begin on the next page.

ACTIVITY 5 (continued)

Comments on Differences (or Similarities) between Current and Projected Lists of Needs

Comments on Relative Placements of "Achievement" and "Feeling of Usefulness" on Current and Projected Lists of Needs

Compare your current and projected lists of needs with a classmate, if possible. Also, compare your projected list and comments to those of the people you interviewed in ACTIVITY 4.

POST-TEST

INSTRUCTIONS:

This post-test will measure to what degree you have achieved the objectives of this LAP. Put your work in the space provided on the test.

1. From the list of job-related needs given below, pick out the five (5) most important to your own personal fulfillment at this time. Then, rank the needs you have selected in order of importance to you, placing the most important first.

JOB-RELATED NEEDS

A job where I could be the leader
A job which is very interesting
A job where I could be looked upon very highly by others
A job where I could be the boss
A job which I could be absolutely sure of keeping
A job where I could express my feelings, ideas, talent, etc.
A job which is highly paid
A job where I could make a name for myself
A job where I could help other people
A job where I could work more or less on my own

The five (5) needs most important to my own personal fulfillment are (unranked):

(1)

(2)

(3)

(4)

(5)

The five (5) needs most important to my own personal fulfillment are (ranked in order of importance):

(1)

(2)

(3)

(4)

(5)

2. List three (3) developmental tasks (new responsibilities, new situations, etc.) of early adulthood (ages 18-35).

   (1)

   (2)

   (3)

3. Refer back to the list of "Job-Related Needs" on the first page of this test. Pick out the five (5) needs from this list you think will be most important to your own personal fulfillment 5 years from now. Then, rank these in what you think will be their order of importance to you at that time.

The five (5) needs I think will be most important to my own personal fulfillment 5 years from now are (unranked):

(1)

(2)

(3)

(4)

(5)

The five (5) needs I think will be most important to my own personal fulfillment 5 years from now are (ranked in order of importance):

(1)

(2)

(3)

(4)

(5)

4. A. Compare your projected list of needs derived in #3 to your current list of needs derived in #1. Account for any differences between the lists. If your current and projected lists are identical, give two (2) reasons for this.

   B. Also, comment on your placement of the needs closely related to "productive work," "A job where I could express my feelings, ideas, talent, etc." and "A job where I could help other people." Compare the importance you attach to these productive work-related needs currently to your projected (5 years from now) consideration of them. Use the space on the next page for your answer.

POST-TEST (continued)

4. (continued)

A. Comments on Differences (or Similarities) between Current and Projected Lists of Needs

B. Comments on Relative Placements of "A job where I could express my feelings, ideas, talent, etc." and "A job where I could help other people" on Current and Projected Lists of Needs

---

This test will be scored as follows: #1 - 5 points; #2 - 3 points; #3 - 5 points; #4 - 4 points. The total possible number of points is 17; if you can score 14 or better, you have achieved the objective of this LAP.

Take your test paper to the Coordinator for evaluation.

At this time, the instructor will refer you to appropriate I-DEAS.

POST-TEST

Scoring Key

1. Student must rank five (5) of the job-related needs given in order of importance to his personal fulfillment. Score 1 point for each.

   Possible score: 5 points.

2. Student must list three (3) developmental tasks of early adulthood. Score 1 point for each.

   Possible score: 3 points.

   Some possible answers:
   - Selecting a mate
   - Learning to live with a marriage partner
   - Starting a family
   - Rearing children
   - Managing a home
   - Getting started in an occupation
   - Taking on civic responsibility
   - Finding a congenial social group

3. Student must rank five (5) of the job-related needs given in order of importance to his personal fulfillment, as projected by him for 5 years from now. Score 1 point for each.

   Possible score: 5 points.

4. Student must account for any differences between lists derived in #1 and #3 or give two (2) reasons why there are no differences. Score a total of 2 points for satisfactory explanations.

   Student must also compare the importance he attached to both "A job where I could express my feelings, ideas, talents, etc." and "A job where I could help other people," referring to his current and projected self-fulfillment needs. Score a total of 2 points for satisfactory explanations.

   Possible score: 4 points.

Total possible score on post-test: 17 points
Acceptable score: 14 points

I-DEAS

1. Form a work group with at least three (3) other students. You are to script, direct, produce, and act out a 10 minute play. The play should consist of 4 scenes, covering a character from birth to death, showing how basic needs important to self-fulfillment change from childhood to youth to adulthood to old age. For example, your character may have been an idealist in his youth who joined the Peace Corps and then, after two years of living in poverty in the Corps, became obsessed with making money and did just that for the next 40 years, only to realize on his deathbed that it was all for naught - only doing useful and productive work was actually important. Present your play to the class. An alternative means of presentation, if possible, is a video tape or a home movie with a tape-recorded sound track.

2. Using at least ten (10) photographs, show how a person's needs change from birth to death. At least three (3) of the photographs should be shot by you. The remaining photographs can be clipped from newspapers or magazines. Mount the photos on a piece of cardboard and label each with the need-fulfillment they represent. Prepare a three (3) minute talk to the class in which you discuss what your presentation represents.

3. Compare the views of young people of different ages regarding the relative importance attached to making money and doing productive work. Interview classes of students at each of the following levels: 8th, 10th, and 12th grade. Write the following needs on the blackboard for each class:

   A. Making money
   B. Doing something useful
   C. Having friends
   D. Being loved by my parents

   Pass out small index cards to the students and have them rank the above needs (by letter) in order of importance to their own personal fulfillment at this time. For each class count up the number of times "Doing something useful" (B) was ranked above "Making money" (A). To calculate the percentage of the class ranking B above A, use the following formula:

$$\frac{\text{Number of times B was ranked above A on student cards}}{\text{Total number of student cards in class}} \times 100\% =$$

   % of class ranking "Doing something useful" (B) above "Making money"(A)

   For example, if in a class of 20 students 8 ranked B above A, the % of the class ranking B above A would be:

$$\frac{8}{20} \times 100\% = 40\%$$

   Calculate this % for each class you interview. Compare the results from the different grade levels and attempt to draw some conclusions regarding the

3. (continued)

relative importance of making money and doing something useful. You may want to take a similar poll of adults for comparison purposes. Make a neat written report of your results, calculations, and conclusions.

4. Analyze the influence of your "conditioning" on your value system and your ranking of needs important to your self-fulfillment. In a one (1) page paper or three (3) minute talk to the class, list at least five (5) environmental factors which influence the selection and ranking of self-fulfillment needs. Some conditioning influences are: parents, peers, school, etc.

   For each factor you list, label it as a very important, fairly important, or unimportant influence on your selection and ranking of fulfillment needs. In each case, give a reason or explanation for your labeling. A helpful reference here would be a psychology book which deals with the development of personality. Such a reference is Psychology: Its Principles and Applications, 5th ed., by T.L. Engle and Louis Snellgrove, Harcourt, Brace, and World, Inc., New York, 1969, pp. 137-140.

NOTES TO THE COORDINATOR

For ACTIVITY 2: "My Old Man" (Motion picture, 16 mm, color, sound, 17 minutes, EBF)

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: GENERAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Interview at least five (5) people to determine their job-related fulfillment needs.
2. Select at least five (5) needs those interviewed have in common.
3. Determine which need was most commonly considered to be among the most important and which need was most commonly considered to be the least important, according to those interviewed.
4. Comment on the importance those interviewed attached to their needs related to productive work.

RATIONALE

This LAP is designed to enable you to interview people regarding their personal fulfillment needs and to assist you in interpreting the data you acquire in this way.

DIRECTIONS

In this LAP you will study sample interview data and see how it is interpreted and, with this background, subsequently carry out your own interviews related to personal fulfillment and interpret the data you gather.

PRE-TEST

INSTRUCTIONS:

This pre-test will measure to what extent you can already achieve the objectives of this LAP. Put your work in the space provided on the test.

DIRECTIONS:

1. You are to interview at least five (5) adults in order to determine their personal fulfillment needs.

   Below you will find a list of job-related fulfillment needs. Obtain some small index cards and write a need on each card. You should have a total of ten (10) cards, one for each job-related fulfillment need.

   ### JOB-RELATED FULFILLMENT NEEDS

   A. A job where I could be a leader.
   B. A job which is very interesting.
   C. A job where I could be looked upon very highly by others.
   D. A job where I could be the boss.
   E. A job which I could be absolutely sure of keeping.
   F. A job where I could express my feelings, ideas, talent, etc.
   G. A job which is highly paid.
   H. A job where I could make a name for myself.
   I. A job where I could help other people.
   J. A job where I could work more or less on my own.

   Present the index cards to each person you interview and have the person pick out the five (5) needs most important to his own personal fulfillment and the one (1) need least **important.** Write down his selections on another index card and have him sign his name to this card.

   Hand in the index cards containing selected needs of those interviewed with your test paper, when you have completed the test.

2. Do the following in the space provided on the next page:

   Using the data you gathered from your interviews:

   a. Select at least five needs (5) those interviewed have in common. Show your method clearly.

b. Determine which need was most commonly considered to be among the most important five. Show clearly how to do this.

c. Determine which need was most commonly considered to be the least important. Show clearly how to do this.

d. Comment on the importance attached to the needs related to "productive work": (F) and (I) above.

2 a.

b.

c.

d.

This test will be scored as follows: Index cards containing selections of those interviewed are worth 5 points; a,b,c,and d are each worth 5 points. Total possible points on the test: 25. If you can score at least 21, you have achieved the objectives of this LAP. Take your test paper to the Coordinator for evaluation.

PRE-TEST

Scoring Key

Each index card containing the selections of those interviewed is worth 1 point. The card must have the five (5) needs considered most important, the one (1) need considered least important, and the signature of the person interviewed. The student should hand in five (5) cards with his test. Total possible score: 5/5

A. To select at least five (5) needs those interviewed have in common, the student must pick out the five (5) needs most often listed on the important needs lists of those interviewed. He must thus make a tally sheet including the number of times each need was listed on the "most important" lists. The five (5) needs receiving the most tallies are considered to be the five (5) common needs.

Total possible score: 5/5

B. Refer to tally sheet to pick out need most often listed. This is the need "...most commonly considered to be among the most important 5."

Total possible score: 5/5

C. The student must make a tally sheet to pick out the need most often listed as least important. This is the need "...most commonly considered to be the least important."

Total possible score: 5/5

D. The student should consider the number of tallies (F) and (I) received in determining the importance those interviewed generally gave to "productive work."

Total possible socre: 5/5

Total Possible Score on Pre-Test: 25/25

Acceptable Score: 21/25

LEARNING ACTIVITIES AND RESOURCES

Instructions:

The following activities are required:

ACTIVITY 1
ACTIVITY 2 (either Option A or Option B)

When you have completed the two (2) activities specified above, turn them in to the Coordinator for checking. However, the Coordinator may wish to monitor your work periodically, such as after each activity.

Begin ACTIVITY 1.

ACTIVITY 1

Later in this LAP you will be called upon to interview people in order to determine basic fulfillment needs they have in common. The purpose of ACTIVITY 1 is to provide you with a background for interpretation of your interview data.

Interpretation of Interview Data: A Sample Case

DATA

Three (3) people, Adams, Bates, and Clark, were interviewed and asked to select from the list below five (5) needs most important to their own personal fulfillment and the one (1) need least important to them.

A. Status
B. Escape from boredom
C. Personal recognition
D. Personal power
E. Security
F. Achievement
G. Financial reward
H. Self-esteem
I. Feeling of usefulness
J. Independence

They gave the following replies:

	Adams	Bates	Clark
5 needs most important:	A	A	B
	B	B	D
	C	D	E
	G	H	F
	J	I	G
1 need least important:	D	G	C

From the above information:

a. Select at least three (3) needs those interviewed have in common.

b. Determine which need was most commonly considered to be among the most important.

c. Determine which need was most commonly considered the least important.

d. Comment on the importance attached to the needs related to "productive work": achievement (F) and feeling of usefulness (I).

The result of the interpretations is on the next page.

ACTIVITY 1 (continued)

INTERPRETATION

a. The three (3) needs most often listed on the most important 5 needs list constitute the "three (3) needs those interviewed have in common."

Looking only at the "most important" list, determine the total number of times each need is listed. Need A is listed by Adams and Bates, but not Clark and thus is listed twice. Make a tally sheet, giving A 2 votes. Need B is listed by Adams, Bates, and Clark, thus is listed three times. On the tally sheet, give B 3 votes. Complete your tally sheet for C, D, E, F, G, H, I, and J needs. Your tally sheet should look like this:

Need	Votes
A	2
B	3
C	1
D	2
E	1
F	1
G	2
H	1
I	1
J	1

Select the top three vote-getters, which are B (3); A, D, G (2). You actually listed the top four, but you had to because A, D, and G all had the same number of votes. However, you were to select "at least three (3) needs those interviewed have in common," so there is no problem: B, A, D, and G.

b. Since B received the most votes (most often listed in the "most important" 5), B was "most commonly considered to be among the most important" needs.

c. Determine the total number of times each need is listed as "least important." Make a tally sheet, which should look like this:

Need	Votes
A	0
B	0
C	1
D	1
E	0
F	0
G	1
H	0
I	0
J	0

ACTIVITY 1 (continued)

Select the top vote-getter. In this case, there is a tie between C, D, and G (1). So, you can say that C, D, and G are tied for the need "most commonly considered the least important."

d. According to those interviewed, the needs related to productive work (F,I) did not make the top three, but were not considered to be "least important" by anyone.

Now that you have seen a sample case interpreted, you are ready for a practice case. You will be given the DATA as before, but you will do the INTERPRETATION in the space provided on the next page. Show all your work and check it with the Scoring Key when you have finished.

DATA

5 needs most important:	Davis	Edwards	Franklin
	C	A	B
	D	B	C
	E	D	D
	F	G	H
	I	H	J
1 need least important:	G	E	G

From the above information for Davis, Edwards, and Franklin only:

a. Select at least four (4) needs those interviewed have in common.

b. Determine which need was most commonly considered to be among the most important 5.

c. Determine which need was most commonly considered the least important.

d. Comment on the importance attached to the needs related to "productive" work: Achievement (F) and feeling of usefulness (I).

ACTIVITY 1 (continued)

INTERPRETATION

a.

b.

c.

d.

ACTIVITY 1

Scoring Key

a. Tally sheet for needs most often listed in "most important 5":

Need	Votes
A	1
B	2
C	2
D	3
E	1
F	1
G	1
H	2
I	1
J	1

Top 4 vote-getters: D (3); B, C, and H (2)
So, 4 needs those interviewed have in common are D, B, C, and H.

b. Since D received the most votes (most often listed in the "most important 5"), D was "most commonly considered to be among the most important."

c. Tally sheet for needs listed as least important:

Need	Votes
A	0
B	0
C	0
D	0
E	1
F	0
G	2
H	0
I	0
J	0

G (2) is the top vote-getter. So, G is most commonly considered the least important need.

d. According to those interviewed, the needs related to productive work (F,I) did not make the top three, but were not considered "least important" by anyone.

ACTIVITY 2

Option A

This activity is designed to give you experience interviewing people regarding their personal fulfillment needs and interpreting your interview data.

Below are ten (10) needs related to personal fulfillment. Obtain some small index cards and write a need on each card. You should have a total of ten cards, one for each need.

You are to interview at least five (5) adults in order to determine their personal fulfillment needs. To each person you interview, present the index cards and have the person pick out the five (5) needs most important to his own personal fulfillment and the one (1) need least important. Write down his selections on another index card and have him sign his name to this card.

In the space provided on the next page:

a. Re-copy the selection of each person.

b. Select at least five (5) needs those interviewed have in common.

c. Determine which need was most commonly considered to be among the most important 5.

d. Determine which need was most commonly considered to be the least important.

e. Comment on the importance attached to the needs related to "productive work": achievement (F) and feeling of usefulness (I).

Needs

A. Status
B. Escape from boredom
C. Personal recognition
D. Personal power
E. Security
F. Achievement
G. Financial reward
H. Self-esteem
I. Feeling of usefulness
J. Independence

ACTIVITY 2 Option A (continued)

A STUDY OF PERSONAL FULFILLMENT NEEDS

a. Name of Interviewee

5 needs most important: _____ _____ _____ _____ _____
(by letter)

1 need least important: _____ _____ _____ _____ _____

b.

c.

d.

e.

When you have completed your analysis, compare your results with those of a friend.

ACTIVITY 2

Option B

This activity is designed to give you experience interviewing people regarding their personal fulfillment needs and interpreting your interview data.

Form a work group with at least four (4) other students. Your group will interview a class of at least 25 students to determine their personal fulfillment needs (preferably a class of high school seniors or juniors).

Below are ten (10) needs related to personal fulfillment. Write these needs on the blackboard for the class you are interviewing. From the list, have each student pick out the five (5) needs most important to his own personal fulfillment and the one (1) need least important. Have each student write down his selections on an index card and then sign his name to the card.

Collect the index cards.

Using the space provided on the next page, write a joint report. Attach the index cards to the report. You are required to:

a. Select at least five (5) needs those interviewed have in common.

b. Determine which need was most commonly considered to be among the most important 5.

c. Determine which need was most commonly considered to be the least important.

d. Comment on the importance attached to the needs related to "productive work:" achievement (F) and feeling of usefulness (I).

Needs

A. Status
B. Escape from boredom
C. Personal recognition
D. Personal power
E. Security
F. Achievement
G. Financial reward
H. Self-esteem
I. Feeling of usefulness
J. Independence

ACTIVITY 2 Option B (continued)

A STUDY OF PERSONAL FULFILLMENT NEEDS

a.

b.

c.

d.

When you have completed your report, compare your results with those of another work group.

POST-TEST

INSTRUCTIONS:

This post-test will measure to what extent you have achieved the objectives of this LAP. Put your work in the space provided on the test.

1. You are to interview at least five (5) adults to determine their personal fulfillment needs.

   Below you will find a list of job-related fulfillment needs. Obtain some small index cards and write a need on each card. You should have a total of ten (10) cards, one for each job-related fulfillment need.

   ### JOB-RELATED FULFILLMENT NEEDS

   A. A job where I could be a leader
   B. A job which is very interesting
   C. A job where I could be looked upon very highly by others
   D. A job where I could be the boss
   E. A job which I could be absolutely sure of keeping
   F. A job where I could express my feelings, ideas, talent, etc.
   G. A job which is highly paid
   H. A job where I could make a name for myself
   I. A job where I could help other people
   J. A job where I could work more or less on my own

   Present the index cards to each person you interview and have the person pick out the five (5) needs most important to his own personal fulfillment and the one (1) need least important. Write down his selections on another index card and have him sign his name to this card.

   Hand in the index cards containing selections of those interviewed with your test paper, when you have completed the test.

2. Do the following in the space provided on the next page:

   Using the data you gathered from your interviews:
   a. Select at least five (5) needs those interviewed have in common. Show clearly how to do this.
   b. Determine which need was most commonly considered to be among the most important 5. Show clearly how to do this.
   c. Determine which need was most commonly considered to be the least important. Show clearly how to do this.
   d. Comment on the importance attached to the needs related to "productive work:" (F) and (I) above.

POST-TEST (continued)

2 a.

b.

c.

d.

This test will be scored as follows: Index cards containing selections of those interviewed are worth 5 points; a,b,c, and d are each worth 5 points. Total possible points on the test: 25. If you can score at least 21, you have achieved the objectives of this LAP. Take your test paper to the Coordinator for evaluation.

At this time the Coordinator will refer you to appropriate I-DEAS.

POST-TEST

Scoring Key

Each index card containing selections of those interviewed is worth 1 point. The card must have the five (5) needs considered most important, the one (1) need considered least important, and the signature of the person interviewed. The student should hand in five (5) cards with his test.

a. To select at least five (5) needs those interviewed have in common, the student must pick out the five (5) needs most often listed on the most important needs lists of those interviewed. He must thus make a tally sheet including the number of times each need was listed on the "most important" lists. The five (5) needs receiving the most tallies are considered to be the five (5) common needs.

   Possible score: 5/5

b. Refer to tally sheet to pick out need most often listed. This is the need "...most commonly considered to be among the most important 5."

   Possible score: 5/5

c. The student must make a tally sheet to pick out the need most often listed as least important. This is the need "...most commonly considered to be the least important."

   Possible score: 5/5

d. The student should consider the number of tallies (F) and (I) received in determining the importance those interviewed generally gave to "productive work."

   Possible score: 5/5

Total possible score on post-test: 25/25

Acceptable score: 21/25

I-DEAS

1. If you were to attempt to generalize the findings of your interviews, you would run into certain statistical problems involved in projecting the results of small samples into representations of the views of a large population. Go to the library and consult a book on statistics in order to investigate this problem. In a one (1) page paper, discuss at least five (5) factors which must be considered before you project the results of your sampling (such as number of people interviewed, variety of people interviewed, etc.). Give a reason why each factor constitutes an important consideration.

2. Part I: This will test how well you know some of your friends, relatives, etc. From the list of needs given below, have at least ten (10) people you know well pick out the need each considers most important to his own personal fulfillment. In case case, see if you can guess the need the person in question will select. Make a tally sheet, including the person's name, your guess, his selection, and his signature. If you were correct 7 times out of 10, consider yourself an expert in psychology.

   Needs
   Independence
   Feeling of usefulness
   Security
   Personal recognition
   Financial reward

   Part II: Stand on a busy street corner and randomly interview five (5) people above 30, and five (5) people below 30. Using the list of needs above, have each person select the need least important to his own personal fulfillment. In a one (1) page report:

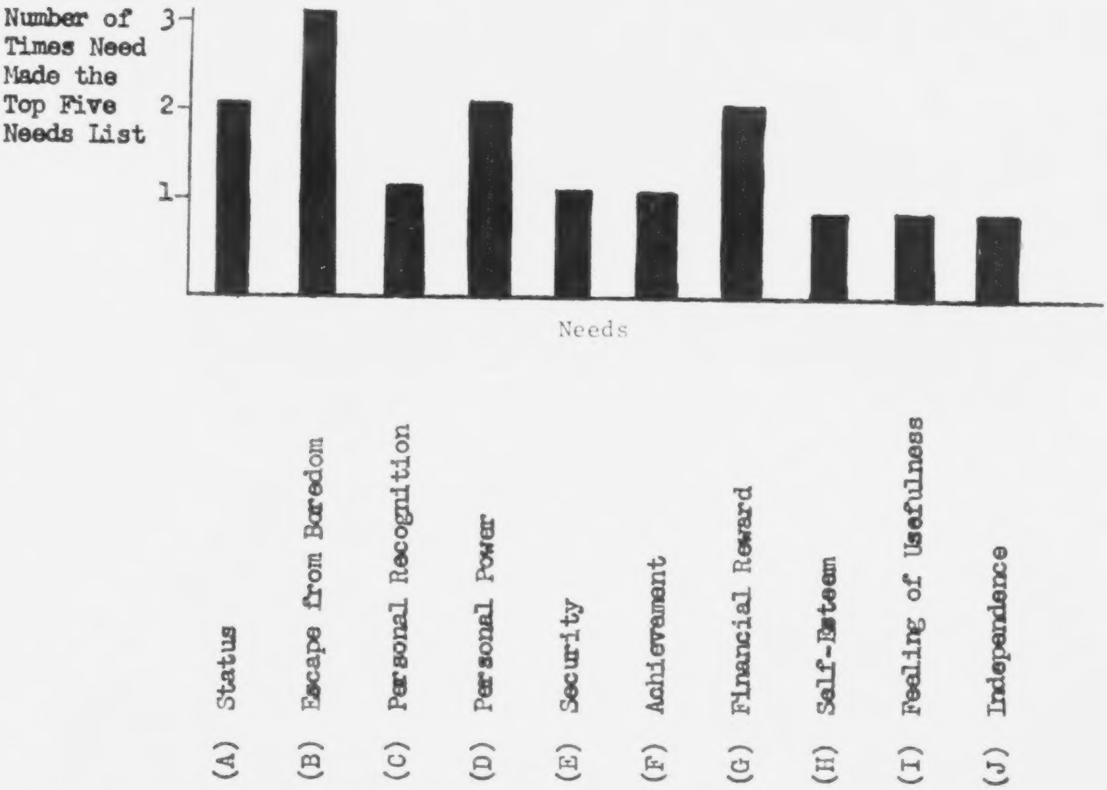
   a. List results separately for the under 30 group, and the over 30 group.

   b. Determine the need most commonly considered to be the least important, for each group separately.

   c. Compare your results in (b) and attempt to account for any selection differences in the two groups.

I-DEAS (continued)

3. A bar graph is an excellent means to display statistical data. Using data from the sample case in ACTIVITY 1 involving Adams, Bates, and Clark, the graph below has been drawn. It represents the number of times each need was listed by those interviewed among the most important five needs.



The "Needs" are listed horizontally. Vertically, you find a scale which indicates the "Number of Times Need Made the Top Five Needs List."

Need A (stauts) was listed among the top five 2 times, so its "bar" rises to the 2 line of the vertical scale. Need B (escape from boredom) was listed among the top five 3 times, so its bar rises to the 3 line of the vertical scale. Needs C,D,E,F,G,H,I, and J can likewise be graphed.

Using your results from ACTIVITY 2, make a bar graph like the one above, with "Needs" on the horizontal and "Number of Times Need Made the Top Five Needs List" on the vertical scale. Turn a piece of $8\frac{1}{2}$ x 11 notebook paper sideways and draw your graph such that it occupies most of the page. Display your graph on the class bulletin board, after the Coordinator has checked it.

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE

Type of Work Experience Education: GENERAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Define "productive work."
2. Give at least four (4) examples of productive work, explaining why they are examples.
3. Give at least four (4) examples and/or reasons which explain the great importance of productive work to man's basic need for personal fulfillment.

RATIONALE

This LAP is designed to help you understand what productive work is, the many forms it assumes, and its importance to personal fulfillment.

DIRECTIONS

In this LAP you will select and comment on quotations about productive work; discuss or illustrate some of the forms of productive work; view filmstrips on striving for excellence and the coming of civilization in order to relate useful work to man's desire for fulfillment through achievement; comment on passages which describe the place of work in our system of values; answer questions or comment on passages relating productive work to personal fulfillment.

PRE-TEST

INSTRUCTIONS:

This pre-test will measure to what degree you can already achieve the objectives of this LAP. Put your work in the space provided on the test.

1. Define "productive work."

2. Give four (4) examples of "productive work," explaining why they are examples.

   (1)

   (2)

   (3)

   (4)

3. "'Productive work' is of great importance to man's basic need for personal fulfillment." Support this statement with a total of four (4) reasons and/or examples.

(1)

(2)

(3)

(4)

If you were able to score 7/9 on this pre-test, you will be exempted from this LAP on the basic that you can already achieve its objectives. Total possible scores: #1 1/1; #2 4/4; #3 4/4.

Take your pre-test to the Coordinator for evaluation.

PRE-TEST

Scoring Key

1. Possible answer below. Score 1 point for answer.

   Total possible score: 1/1

   useful labor; beneficial action

2. Coordinator must decide on appropriateness of answer based on student's explanation of why the example constitutes productive work. Score 1 point for each appropriate example, up to maximum of 4.

   Total possible score: 4/4

3. Coordinator must decide appropriateness of answer by determining if student's example or reason points out great importance of productive work to man's basic need for personal fulfillment. Score 1 point for each example or reason, up to a maximum of 4.

   Total possible score: 4/4

Total Possible Score on Pre-Test: 9/9
Acceptable Score: 7/9

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS:

The following activities are required:

ACTIVITY 1 (either Option A or Option B)
ACTIVITY 2 (either Option A or Option B)
ACTIVITY 3
ACTIVITY 4 (either Option A or Option B)

When you have completed the four (4) activities specified above, turn them in to the Coordinator for checking. However, the Coordinator may wish to monitor your work periodically, such as after each activity.

Begin ACTIVITY 1.

ACTIVITY 1

Option A

The purpose of this activity is to introduce you to different concepts of "productive work."

Go to the library and look up "work" in the McMillan Book of Proverbs or another book of quotations arranged by subjects. Choose two (2) quotations which concern work which is useful or productive. Reproduce these quotations, giving their source. Compare and contrast the concepts of productive work presented in each quotation.. Put your work in the space provided on this page.

Quotation #1 and its source:

Quotation #2 and its source:

Comparison of concepts of productive work in Quotation #1 and Quotation #2:

When you have completed this activity, compare your selections and comments with those of a classmate.

ACTIVITY 1

Option B

The purpose of this activity is to introduce you to different concepts of "productive work."

Browse through the works of two authors of your choice, selecting one (1) quotation about productive work from each. Compare and contrast the concepts of productive or useful work presented by each author in the quotations selected. You might want to select passages from philosophical writers such as Thoreau, Emerson, etc. Put your work in the space provided on this page.

Quotation #1 and its source:

Quotation #2 and its source:

Comparison of concepts of productive work in Quotation #1 and Quotation #2:

When you have completed this activity, trade papers with a classmate and each of you comment on the other's work.

ACTIVITY 2

Option A

The purpose of this activity is to help you understand that "productive work" can take many forms.

Form a discussion group with at least two (2) other students in order to answer each of the following questions. After discussion of the questions, each of you is to make a written summary of your answers in the space provided on this page.

1. What is "productive work?" Give a definition.

2. What are some general characteristics of productive work? List at least two (2) and give an example for each characteristic. (Example: Characteristic - Useful to Society; Example - Ecologist collecting aluminum cans for proper disposal).

3. President Nixon has said that there is as much dignity in being a janitor as in being President of the United States. In light of this, which of the following are engaged in productive work? In each case, give a reason for your answer.

    a. a plumber

    b. an artist

    c. a businessman

    d. a hobo

    e. a mother

When you have completed this activity, check your answers with those of a classmate from another group, if possible.

ACTIVITY 2 Option A

Scoring Key

1. useful labor; beneficial action

2. Useful to society; useful to individual

3. All are engaged in productive work in that their labors are useful to society; even the hobo could possibly qualify if he were a migrant worker.

ACTIVITY 2

Option B

The purpose of this activity is to help you understand that productive work can take many forms.

Using photographs clipped from magazines and newspapers, make a collage consisting of at least ten (10) pictures of people engaged in some form of productive or useful work. Mount the pictures on a piece of cardboard. Then, in a brief oral presentation to the class, show how concepts of productive work may vary but the resultant self-fulfillment in the individual is the same, as illustrated in your collage. (Note: a collage is an instructured, close-knit arrangement; you may design it as you desire, using illustrations of different sizes and shapes put together at varying angles.) To do this, take at least four (4) of your illustrations, point out the productive work being done in the pictures, and relate this work to the fulfillment needs of the individual pictured.

Have your classmates make comments on your collage and presentation.

ACTIVITY 3

This activity is designed to help you realize the relationship between useful work and man's desire for fulfillment through achievement.

View the filmstrips "Striving for Excellence" and "Epic of Man: Coming of Civilization." The first filmstrip explains that man wants meaning and challenge in his life and shows that he must continually work hard to achieve excellence. The second filmstrip illustrates the products of man's invention and hard work which made advanced civilization possible.

After you have viewed the filmstrips, do the following: (use space provided below for your answers).

Give two (2) examples from the filmstrips which show excellence of work and investiveness.

1.

2.

Now, give two examples from modern society which illustrate excellence of work and inventiveness. An example of this might be the teamwork and technology used to send man to the moon.

1.

2.

Compare your answers with those of another student, if possible.

ACTIVITY 3

Scoring Key

Filmstrip examples: Invention of the wheel, the arch, writing; making of bronze

ACTIVITY 4

Option A

The purpose of this activity is to generate some more of your thoughts and ideas on productive work and its importance to personal fulfillment.

Answer any two (2) of the following questions in writing in the space provided on this page.

1. When you are asked the questions, "What do you want to be?", what is the first occupation which pops into your head? Was the desire to do productive work related to your selection? Give a reason for your answer to the last question.

2. Does productive work come only in your occupation? Support your answer with at least one (1) example. For instance, Albert Einstein was an insignificant clerk with a government patent office when he developed his theory of relativity, which revolutionized the study of physics.

3. If you are not engaged in some form of productive work, what then? Give at least four (4) possible consequences and comment on two (2) of them. Some examples might be boredom, feeling of uselessness, etc.

After you have completed this activity, compare your answers with those of a classmate, if possible.

ACTIVITY 4 Option A

Scoring Key

2. Productive work assumes many forms, besides one's occupation.

   Doing volunteer work, helping a friend, etc. are all forms of productive work.

3. Boredom, more leisure, feeling of uselessness, lowered self-image, feeling of powerlessness, etc.

ACTIVITY 4

Option B

The purpose of this activity is to generate some more of your thoughts and ideas on productive work and its importance to personal fulfillment.

The following passage discusses the importance of achievement in a socially useful life:

> "Effective living in society implies that the individual makes a contribution to society. He functions best when he is working for a cause greater than himself. The individual is living more effectively when his attention is directed to others than when it is focused entirely on himself."[3]

What value do you think the author of this passage places on productive work? Why? Answer this question either in a one (1) page paper, a two (2) minute tape on a cassette recorder, or a two (2) minute talk to the class. Give at least two (2) reasons for your answer to the first question. Use the form below in writing the paper or giving the talk. If you write the paper, put your work in the space provided on this page. After you finish this activity, have a classmate or classmates comment on your views, if possible.

The author of this passage appears to consider productive work to be of
____________________ importance. I make this statement for the following reasons:
(great, fair, little)

1.

2.

3.

---

[3] Edward B. Johns, Wilfred C. Sutton, and Lloyd E. Webster, Health for Effective Living, McGraw-Hill Book Company, New York, ~~1966, pp.~~ 11-12.

POST TEST

INSTRUCTIONS:

This post test will measure to what degree you have achieved the objectives of this LAP. Put your work in the space provided on the test.

1. Define "productive work."

2. Give four (4) examples of "productive work," explaining why they are examples.

   (1)

   (2)

   (3)

   (4)

POST-TEST (continued)

3. "Productive work is of great importance to man's basic need for personal fulfillment." Support this statement with a total of four (4) reasons and/or examples.

(1)

(2)

(3)

(4)

If you were able to score 7/9 on this post-test, you have achieved the objectives of this LAP. Total possible scores: #1 1/1; #2 4/4; #3 4/4.

Take your post-test to the Coordinator for evaluation.

At this time, the Coordinator will refer you to appropriate I-DEAS.

POST-TEST

Scoring Key

1. Possible answer below. Score 1 point for answer.
   useful labor; beneficial action

   Total possible score: 1/1

2. Coordinator must decide on the appropriateness of each answer based on the student's explanation of why the example constitutes productive work. Score 1 point for each appropriate example, up to a maximum of 4.

   Total possible score: 4/4

3. Coordinator must decide on the appropriateness of each answer by determining if the student's example or reason points out the great importance of productive work to man's personal fulfillment. Score 1 point for each example or reason, up to a maximum of 4.

   Total possible score: 4/4

Total Possible Score: 9/9
Acceptable Score: 7/9

I-DEAS

1. From one (1) of the following - a movie, a TV series, a radio series, a comic strip, a comic book, or a novel - select at least two (2) characters and for each of these characters answer the following questions:

   a. What does the character consider his life-work to be?

   b. What place does his life work have in his personal fulfillment scheme? Give at least two (2) incidents to support your ranking.

   (Example: In the comic strip "Friday Foster," the character of the title is a young girl interested in photography. She considers photography so important that she has given up a career as a top fashion model to work as a photographer's assistant, etc.)

2. The following theory has been proposed:

   (1) "The average human being has an inherent dislike of work and will avoid it if he can.

   (2) Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

   (3) The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all."[4]

   You are to write a two (2) page paper, based on the above. On the first page, comment on each numbered statement of the theory, telling whether you agree or disagree and giving a reason for your answer in each case. On the second page, propose your own theory of human motivation, using the three steps of the above theory as your guide. (You may also present this to the class, writing your theory and the above theory on the board for class comparison and discussion.)

3. The world-famous historian Arnold Toynbee, in an article entitled "Work--Man's Most Effective Drug," (Los Angeles Times, July 25, 1971, Section K, p.2), made the following comments:

   (1) "Of all the anesthetics that modern man has at his command, work is both the most respectable and the most effective, and for this reason, it also easily becomes the most compulsive.

   (2) A modern rich man will continue to work furiously, even when his earnings are 10 times as great as his needs. In financial terms he is now working for the tax collector, but in psychological terms he is still working for himself.

---

[4] Fillmore H. Sanford, Psychology: A Scientific Study of Man, 2nd ed., Wadsworth Publishing Company, Inc., Belmont, California, 1965, p. 243.

#3 continued

> (3) My work, like so many other people's, is partly a means of escape, but it is mainly an opportunity for following my bent. For me, therefore, work is not drudgery; but I see many people round me who submit to drudgery thankfully because this is, for them, a lesser evil than the loneliness that they shun."

In a talk before the class, comment on each numbered statement above, telling whether you agree or disagree with it, and giving a reason for your position. Use an example of a real person (friend, relative, famous person in history, etc.) to support your stand. Let the member list comments on the board and have classmates comment on his ideas and your comments.

4. In a two (2) page research paper (typewritten, if possible), compare and contrast concepts of productive work and its value from the Protestant Ethic and Hedonist Movement viewpoints. Consult a librarian for useful references. The sociologist Max Weber has written extensively about the Protestant Ethic and Hedonism is discussed in many philosophical history textbooks. Perhaps the best place to start your research would be an encyclopedia.

5. This activity is designed to help you visualize the place of work in our system of values.

The following two passages discuss the position of work in our value system:

> "In another culture, we might find the most satisfying mode of self-expression to be ritual, art, or warfare, but in middle-class North American culture, work is a major, if not the major, means of self-expression. Work, in our culture is not something that one treats lightly or incidentally. It is much more than merely an activity through which we earn our food, shelter, and clothing. Work is 'good.'"[1]
>
> "Although work rates high in our system of moral values, we never-the-less experience conflicting feelings about it. Idleness is the opposite of work and therefore has a low rating in our system of moral values; yet idleness can at times be considered more attractive than work. The unemployed poor are despised because of their idleness, and the very rich are envied because of theirs. Or we may despise the poor and at the same time envy their idleness, or we may envy the rich and at the same time despise them for their idleness. It is as though the 'official posture' of the culture is that everyone should work and be productive, but at the same time, what we really want is unlimited leisure."[2]

Select one (1) of these passages and write a one (1) page paper or tape a two (2) minute talk on a cassette recorder in which you comment on the ideas raised in the selected passage. In the paper or talk, state whether you agree or disagree with the passage, giving at least three (3) reasons for your response.

---

[1] Henry Clay Lindgren, Psychology of Personal Adjustment, American Book Company, New Yor, 1964, p. 364.

[2] Ibid., p. 365.

#5 continued

(See the bottom of this page for the form to use in writing the paper or giving the talk. If you write the paper, put your work in the space provided on this page.)

Have your parents read the passage you selected and then have them comment on your analysis in light of their own views.

THE PLACE OF WORK IN OUR SYSTEM OF VALUES

I will comment on the ________________ passage.
(first, second)

Comments:

I ____________________ with the passage for the following reasons:
(agree, disagree)

1.

2.

3.

NOTES TO THE COORDINATOR

For ACTIVITY 3: "Striving for Excellence" (Filmstrip, 38 frames, color, Filmstrip of the Month, 1962).

"Epic of Man: Coming of Civilization" (Filmstrip, 74 frames, color, with captions. Life, 1957).

NOTE TO THE COORDINATOR

If the filmstrips for ACTIVITY 3, page 11, are not available, the Activity may be omitted.

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: GENERAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.1 From your work experience education sponsor, obtain a list of the characteristics of those employees he considers satisfactory and productive workers. Analyze these expectations in terms of your own personal fulfillment on the job.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List at least eight (8) characteristics of satisfactory and productive workers.
2. List at least four (4) annoying characteristics in workers.
3. Explain the importance of at least four (4) or five (5) given characteristics of satisfactory and productive workers to your own personal fulfillment on your job.

RATIONALE

This LAP is designed to help you understand what characteristics constitute satisfactory and productive workers and to help you analyze these characteristics in terms of your own personal fulfillment on the job.

DIRECTIONS

In this LAP you will read a letter by an employer and pick out qualities he looks for in job applicants or pretend you are an employer and write a letter detailing qualities you look for in job applicants; read a story about two clerks and explain which clerk got a promotion or list characteristics you would find annoying in fellow employees; explain how given characteristics are important in your job and relate these to needs important to self-fulfillment; and explain how given characteristics relate to your own personal fulfillment on your job or illustrate given characteristics with photos of yourself at work and relate these to your personal fulfillment on your job.

PRE-TEST

INSTRUCTIONS:

This pre-test will measure to what degree you can already achieve the objectives of this LAP. Put your work in the space provided on the test.

1. Assume you are an employer. List ten (10) general characteristics of employees you consider satisfactory and productive workers.

   (1)

   (2)

   (3)

   (4)

   (5)

   (6)

   (7)

   (8)

   (9)

   (10)
   NOTE: Do not use characteristics listed in #3 below.)

2. Assume you are an employee. List five (5) general characteristics you would consider annoying in a fellow-worker.

   (1)

   (2)

   (3)

   (4)

   (5)

3. List below are five (5) characteristics an employer might consider necessary in satisfactory and productive employees. (You are not to use any of these characteristics listed here for answers to #1 of this pre-test).

PRE-TEST (continued)

#3 continued

(1) Does good quality work
(2) Cooperative
(3) Neat
(4) Dependable
(5) Punctual

For each characteristic listed here:

a. explain how it is important on your own job
b. relate it to a self-fulfillment need, using the "List of Needs Important to Self-Fulfillment" on page 5
c. explain how it relates to your own personal fulfillment on your job.

Put your work on the rest of this page.

3. (1) Does good quality work

a.

b.

c.

(2) Cooperative

a.

b.

c.

(3) Neat

a.

b.

c.

(4) Dependable

a.

b.

c.

PRE-TEST (continued)

#3 continued

(5) Punctual

a.

b.

c.

If you were able to score 80% on this pre-test, you will be exempted from this LAP on the basis that you can already achieve its objectives. Scoring: 8/10 on #1; 4/5 on #2; 4/5 on #3. Take this pre-test to the instructor or coordinator for scoring.

LIST OF NEEDS IMPORTANT TO SELF-FULFILLMENT

Achievement	To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something important, to do a difficult job well
Deference	To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to accept leadership of others, to conform to custom
Order	To keep things neat and orderly, to make advance plans, to organize details of work, to have things arranged so they run smoothly without change
Autonomy	To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to do things without regard to what others may think
Affiliation	To be loyal to friends, to participate in friendly groups, to form strong attachments, to share things with friends, to write letters to friends, to make as many friends as possible
Intraception	To analyze one's motives and feelings, to understand how others feel about problems, to judge people by why they do things rather than what they do, to predict others' behavior
Succorance	To have others provide help when in trouble, to seek encouragement from others, to have others be kindly and sympathetic, to receive a great deal of affection from others
Dominance	To argue for one's point of view, to be a leader in groups to which one belongs, to persuade and influence others, to supervise and direct the actions of others
Abasement	To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery do more good than harm, to feel timid and inferior
Nurturance	To help friends when they are in trouble, to treat others with kindness and sympathy, to forgive others and do favors for them, to show affection and have others confide in one
Change	To do new and different things, to travel, to meet new people, to have novelty and change in daily routine, to try new and different jobs, to participate in new fads and fashions
Endurance	To keep at a job until it is finished, to work hard at a task, to work at a single job before taking on others, to stick at a problem even though no apparent progress is being made

(From A.L. Edwards, *Manual for the Edwards Personal Preference Schedule*, Psychological Corporation, New York, 1954, reprinted in Floyd L. Ruch, *Psychology and Life*, 6th ed., Scott, Foresman and Company, Chicago, 1963, p. 161.)

PRE-TEST

Scoring Key

1. Possible answers below. Score 1 point for each, up to a maximum of 10.
Total possible score: 10/10

Considerate
Efficient
Sociable
Works well under pressure
Organized
Reliable
Shows good judgment
Relaxed
Thorough
Completes assignments
Communicative
Accurate
Is regular in attendance
Accommodating
Responsible
Catches on quickly
Obliging
Communicates well in writing
Outgoing

2. Possible answers below. Score 1 point for each, up to maximum of 5.
Total possible score: 5/5

Is disloyal to employer and fellow employees
Does not admit his mistakes
Is careless about being on time
Cannot accept criticism
Passes his problems on to someone else
Is loud and boisterous
Does not show appreciation when someone does something for him
Has a nasty temper
Puts things off that should be done
Belittles others
Is a gossip
Fails to keep his promises
Is untidy
Does just enough to get by

3. Score 1 point each for a, b, and c of (1), (2), (3), (4), and (5). So, possible score is 3 points each of (1), (2), (3), (4), and (5).
Total possible score: 15/15

Answers:
(1) b. Achievement
(2) b. Nurturance
(3) b. Order
(4) b. Deference
(5) b. Deference

Coordinator must judge if answers to a and c are appropriate in each case.

Total Possible Score on Pre-Test: 30/30
Acceptable Score: 24/30 (80%)

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: The following activities are required:

ACTIVITY 1 (either Option A or Option B)
ACTIVITY 2 (either Option A or Option B)
ACTIVITY 3
ACTIVITY 4 (either Option A or Option B)

When you have completed the four (4) required activities specified above, turn them in to the Coordinator for checking. However, the Coordinator may wish to check your work periodically, such as after each activity.

For assistance in completing these activities, you may want to use as resource material Chapters 3 and 4 of Succeeding in the World of Work by Grady Kimbrell and Ben S. Vineyard (McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970)

Begin ACTIVITY 1.

ACTIVITY 1

Option A

This activity is designed to help you understand what characteristics an employer looks for in potential employees.

Read the letter on the following page, which an employer wrote to an unsuccessful job applicant. In the space provided on this page, list at least five (5) qualities the employer was looking for in job applicants.

Qualities an Employer Looks for in Job Applicants:

1.

2.

3.

4.

5.

Compare your list with that of a friend, if possible.

LETTER FOR ACTIVITY 1

Option A

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw her. She was the one with the neat shoes and an attractive dress. What was so special about her? Not experience, neither of you had any. It was her attitude that put her on the payroll instead of you. Attitude, son. ATTITUDE. She wanted that job badly enough to shuck the short dresses and get a hairdo. She even looked in the phone book to find out what this company makes. She did her best to impress me. That's where she edged you out.

You see, Kid, people who hire people aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, if you want one you'd better tune to our wave length.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem, and President Johnson's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look Kid: The only time job grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, GET EAGER, will you?

(From Grady Kimbrell and Ben S. Vineyard, Succeeding in the World of Work, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970, pp.63-64.)

ACTIVITY 1 Option A

Scoring Key

Qualities mentioned by employer in letter:

1. Positive self-attitude
2. Neat appearance
3. Good attitude
4. Empathy (being able to see the other fellow's side of things)
5. Diligence (work for me like you would work for yourself)
6. Eagerness

ACTIVITY 1

Option B

This activity is designed to help you understand what characteristics an employer looks for in potential employees.

Assume you are an employer and have just hired a new employee. In the space provided on this page, write a letter to this new employee, listing at least five (5) qualities you look for in a satisfactory and productive worker.

Dear ________________________,

Sincerely,

____

If possible, have a friend read your letter, and you read his. Comment on the qualities you each selected.

ACTIVITY 2

Option A

This activity is designed to show you the importance of satisfactory personality traits in workers.

Read the account on the next page and tell which clerk, John or Frank, got the promotion. Give at least three (3) reasons for your choice.

Use the form provided below.

Who Was Promoted?

____________________ was promoted for the following reasons:

1.

2.

3.

Compare your selection and explanation with those of a friend, if possible.

FOR ACTIVITY 2 OPTION A

Who Got the Promotion?

Recently, Mr. Blair, head of the Accounting Department at the Blank Manufacturing Company, had an opportunity to promote one of his clerks to a better job. There were two young men who seemed qualified for the promotion. We'll call them John and Frank. In terms of skill, experience, and knowledge they seemed closely matched. In reality, however, there was a world of difference between them. And Mr. Blair realized this. The difference lay not in the actual quality of work that each performed, but in other *personal* factors. In other words, in the kind of *person* each man was. John was *well liked* by both supervisors and fellow workers. He was punctual, well-groomed, and courteous. And he had confidence in his own ability to do his job well. Mr. Blair knew that he could always count on John when there was extra work or a particularly difficult assignment to be done. When such situations came up, as they often did, John took over competently, and was glad to help even if it meant inconvenience or overtime work. In other words, he was reliable, willing to cooperate, and eager to take on new duties. In addition, he was able to understand and follow instructions, and to accept criticism with good grace when it was given.

John was by no means a picture of perfection; he made mistakes and he had his "off days." But on the whole, in addition to being a good worker, he was a pleasant person with whom to work.

Frank was also a good worker. He knew his job and performed it adequately. But when it came to his personal relationships, difficulties often arose. Although Frank was intelligent and capable, somehow he *just couldn't get along* well with his boss and his fellow workers. He was frequently quarrelsome and uncooperative with other employees, and argumentative with his superiors. He resented having to do anything outside of his usual duties, and could not admit to ever making any errors. And he grumbled continually about one thing or another.

(From Vance Packard *et al*, *Your Goals and You: A Guidance Handbook*, Science Research Associates, Incorporated, Chicago, 1962, pp.283-84.

ACTIVITY 2 Option A

Scoring Key

John was promoted because:

1. Frank was quarrelsome and uncooperative with other employees, argumentative with superiors; John was not.
2. Frank resented doing anything outside of his usual duties; John was glad to do this.
3. Frank could not ever admit making errors; John took criticism with good grace.
4. Frank was a grumbler; John was a pleasant person to work with.

ACTIVITY 2

Option B

This activity will start you thinking about personal qualities in a worker which are annoying to others.

Some workers can not get along with other people. They rub people the wrong way. List at least seven (7) characteristics you would find annoying in a fellow worker. (Example: "Continually grumbles about the work he has to do.")

Use the space provided below.

Characteristics I Find Annoying in Fellow Workers

1.

2.

3.

4.

5.

6.

7.

Compare your list with that of a friend.

ACTIVITY 2 Option B

Scoring Key

Annoying Characteristics:

1. Is disloyal to employer and fellow employees
2. Does not admit his mistakes
3. Is careless about being on time
4. Passes his problems on to someone else
5. Cannot accept criticism
6. Is loud and boisterous
7. Does not show appreciation when someone does something for him
8. Has a nasty temper
9. Puts off things that should be done
10. Belittles others
11. Is a gossip
12. Fails to keep his promises
13. Is untidy
14. Does just enough to get by

ACTIVITY 3

This activity will help you understand the importance of certain qualities to satisfactory performance of your job. This activity is also designed to show you that desirable qualities in workers can be related to needs important to self-fulfillment.

Below you will find a list of ten (10) characteristics of employees considered satisfactory and productive workers:

1. Does good quality work
2. Works well under pressure
3. Organized
4. Cooperative
5. Shows good judgment
6. Completes assignments
7. Is regular in attendance
8. Neat
9. Dependable
10. Is punctual

In the space provided below, select at least five (5) of the above characteristics and explain how each is important in your job.

To do the next part of this activity, you will have to refer back to page 5. Using the "List of Needs Important to Self-Fulfillment," relate each of the five (5) characteristics you selected above to a self-fulfillment need. (Examples: "Organized" is an "Order" need, according to the description of "Order"; "Is punctual" is a "Deference" need, because it is related to following instructions and doing what is expected.) Use the space below for your answers.

Compare your answers on this activity with those of a fellow student, if possible.

ACTIVITY 3

Scoring Key

Characteristic	Need
1. Does good quality work	1. Achievement
2. Works well under pressure	2. Achievement
3. Organized	3. Order
4. Cooperative	4. Nurturance
5. Shows good judgment	5. Achievement, Order
6. Completes assignments	6. Achievement, Endurance
7. Is regular in attendance	7. Deference
8. Neat	8. Order
9. Dependable	9. Deference
10. Is punctual	10. Deference

ACTIVITY 4

Option A

This activity is designed to help you understand the relationship between desirable qualities in workers and your own personal fulfillment on the job.

Refer to the list of ten (10) characteristics of employees considered satisfactory and productive workers given in ACTIVITY 3 on page 17. Select any five (5) of these characteristics and explain how each relates to your own personal fulfillment on your job. Reference to the "List of Needs Important to Self-Fulfillment" on page 5 may prove helpful. (Example: Being "organized" relates to my need for "order"; it is important to me to organize my work such that things are kept neat and orderly, so that I can function smoothly and efficiently in my work.) Use the space below on this sheet for your answers.

Compare your selection of characteristics and explanations of their importance to those of a friend, if possible.

ACTIVITY 4

Option B

This activity is designed to help you understand the relationship between desirable qualities in workers and your own personal fulfillment on the job.

Refer to the list of ten (10) characteristics of employees considered satisfactory and productive workers given in ACTIVITY 3 on page 17. Select any five (5) of these characteristics and:

a. Illustrate each characteristic's relationship to your job by using photographs of yourself at work exemplifying the characteristic in question; mount the photos on a large piece of cardboard and under each picture write the characteristic it illustrates.

b. Prepare a brief oral presentation in which you explain how each characteristic illustrated relates to your own personal fulfillment on your job. Example: "Here I am at my desk performing my job. You will note in the picture how well organized my desk is. Being 'organized' relates to my need for 'order'; it is important to me to organize my desk and its content so that things are kept neat and orderly, so that I can function smoothly and efficiently in my work." Your Coordinator will decide whether you will present your talk to the class or just to him. Practice your presentation on a friend or your parents first. (Reference to the "List of Needs Important to Self-Fulfillment" on page 5 may prove helpful in the preparation of your talk.)

POST TEST

INSTRUCTIONS:

The post test will measure to what degree you have achieved the objectives of this LAP. Put your work in the space provided on the test.

1. Assume you are an employer. List ten (10) general characteristics of employees you would consider satisfactory and productive workers.

(1)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

(10)

2. Assume you are an employee. List five (5) general characteristics you would consider annoying in a fellow-worker.

(1)

(2)

(3)

(4)

(5)

3. Obtain from your work experience education sponsor a list of five (5) characteristics of those employees he consider satisfactory and productive workers. Write them in the space provided below.

(1)

(2)

(3)

POST-TEST (continued)

#3 continued

(4)

(5)

For each characteristic your work experience education sponsor listed:

a. explain how it is important on your own job

b. relate it to a self-fulfillment need, using the "List of Needs Important to Self-Fulfillment" on page 5

c. explain how it relates to your own personal fulfillment on your job

(Put your work on the next page)

POST-TEST (continued)

3. (1)
   a.

   b.

   c.

   (2)
   a.

   b.

   c.

   (3)
   a.

   b.

   c.

   (4)
   a.

   b.

   c.

   (5)
   a.

   b.

   c.

If you were able to score 80% on this post-test, you have achieved the objective of this LAP. Scoring 8/10 on #1; 4/5 on #2; 4/5 on #3. Take this post-test to the instructor or coordinator for scoring.

At this time, the instructor will refer you to appropriate I-DEAS.

POST TEST

Scoring Key

1. Possible answers below: Score 1 point for each, up to maximum of 10. Total possible score: 10/10

    - Considerate
    - Efficient
    - Sociable
    - Works well under pressure
    - Organized
    - Reliable
    - Shows good judgment
    - Relaxed
    - Thorough
    - Completes assignments
    - Communicative
    - Accurate
    - Is regular in attendance
    - Accommodating
    - Responsible
    - Catches on quickly
    - Obliging
    - Communicates well in writing
    - Outgoing

2. Possible answers below: Score 1 point for each, up to maximum of 5. Total possible score: 5/5

    - Is disloyal to employer and fellow employees
    - Does not admit his mistakes
    - Is careless about being on time
    - Cannot accept criticism
    - Passes his problems on to someone else
    - Is loud and boisterous
    - Does not show appreciation when someone does something for him
    - Has a nasty temper
    - Puts off things that should be done
    - Belittles others
    - Is a gossip
    - Fails to keep his promises
    - Is untidy
    - Does just enough to get by

3. Score 1 point each of a, b, and c of (1), (2), (3), (4), and (5). So, possible score is 3 points for each of (1), (2), (3), (4), and (5). Total possible score: 15/15

    Depending upon characteristics given to student by work experience education sponsor, Coordinator must judge if answers to a,b, and c are appropriate in each case.

Total Possible Score on Post-Test: 30/30
Acceptable Score: 24/30 (80%)

I-DEAS

1. Form a group with at least four (4) other students and make a film or play about one of the following:

   a. effective workers as compared to ineffective workers; show traits of an effective worker and traits of an ineffective worker at the same job

   b. traits of effective workers as compared to traits of ineffective workers; use different jobs and workers as examples

   The group will be responsible for topic selection, scripting, directing, producing, etc. If you film, you might use a video-tape set-up, a home-movie camera and tape-recorder, etc. Present the film or play to the class.

2. "Employers have found that most people who fail on a job do so not because they lacked technical skill but because of undesirable character and personality traits." (Vance Packard et al, Your Goals and You: A Guidance Handbook, Science Research Associates, Inc., Chicago, 1962, p. 284). Determine whether this statement has validity by interviewing employers in a variety of occupational fields, asking them why the last person in their employ has departed. (Sample question: "Recall the last person you fired or the last person who quit. Was this due to a lack of technical skill on his part or because of undesirable character and personality traits he possessed?"). Tape your interviews or report your findings in writing. Compare the number of employees who failed on the job based on a lack of technical skill to the number of employees who failed based on undesirable character and personality traits. Consider the above statement valid if more people failed based on character and personality traits. Form your conclusion and put it on the tape or in writing for the instructur.

3. You are to comment in writing or verbally on the appropriate situation described below. Decide what you would do based on relative priorities of needs or values in your own self-fulfillment scheme.

   If you are a young lady:
   Assume you like to wear mini-skirts. Your employer states that you will be fired if you wear a mini-skirt to work. Explain what you would do in this situation, and why.

   If you are a young man:
   Assume you have long hair and like to wear it that way. Your employer states that you will be fired unless you get a haircut. Explain what you would do in this situation, and why.

4. You are to send for and receive at least two (2) pamphlets, brochures, etc. relating to qualities employers expect from their employees. A reference for sources of such pamphlets is the "Planning a Career" section of Occupational Literature by Gertrude Forrester (H.W. Wilson Company, New York). Show the instructor copies of letter you sent requesting the materials, the envelopes addressed to you in which the materials were contained, the materials themselves, and the relevant sections of the materials.

NOTES TO THE COORDINATOR

A scoring key of possible answers, sample answers, or correct answers is provided after student activities, wherever possible and/or necessary.

These may be used by the Coordinator in checking student work.

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________________

Type of Work Experience Education: GENERAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment and give reasons why they would not.

NOTE TO THE STUDENT:

By the time you complete this LAP you will be able to:

1. State four (4) questions you should ask yourself before choosing a career.
2. Give at least two (2) ways to study occupations.
3. Explain how a person can decide if a particular vocation is "for him."
4. Produce an in-depth study of an occupation of your choice.
5. Determine if a selected occupation you have studied can provide you with career personal fulfillment and give four (4) reasons for your decision.

RATIONALE:

This LAP is designed to help you learn about yourself, learn about different occupations, and study the relationships between the two sets of information you have gathered in order to determine if the occupations studied can provide you with career personal fulfillment.

DIRECTIONS:

In this LAP you will view filmstrips which discuss intelligent approaches to career selection; illustrate or explain things you like to do; complete a personal inventory; select some careers which appeal to you and some which do not; prepare an in-depth study of an occupation you found appealing; decide if that occupation can provide you with career personal fulfillment; and analyze an occupation you found unappealing to determine why it cannot provide you with career personal satisfaction.

PRE-TEST

INSTRUCTIONS:

This pre-test will measure to what degree you can already accomplish the objectives of this LAP. Put your work in the space provided on this test.

1. What questions should you ask yourself before choosing a career? Give at least four (4).

   (1)

   (2)

   (3)

   (4)

2. How does one go about studying occupations? Give at least two (2) ways.

   (1)

   (2)

3. How does a person decide if a particular vocation he has studied is "for him?"

PRE-TEST (continued)

4. In the space provided on this page provide an in-depth study of an occupation of your choice.

OCCUPATION:

Nature of the work:

Personality requirements:

Educational and training requirements:

Entrance into the occupation:

Working conditions:

Demand and supply of workers:

Income, promotion, and security:

PRE-TEST (continued)

5. Decide whether or not the occupation you described in #4 would provide you with career personal fulfillment. Give at least four (4) reasons to support your decision.

____________________ (Occupation) ____________________ (would, would not) provide me with career personal fulfillment because:

(1)

(2)

(3)

(4)

This test will be scored as follows: #1 - 4 points; #2 - 2 points; #3 - 2 points; #4 - 5 points; #5 - 4 points. Total possible score on pre-test: 17 points. If you can score 15 points, you can already achieve the objectives of this LAP.

Take your pre-test to the Coordinator for evaluation.

PRE-TEST

Scoring Key

1. Some sample questions to ask yourself before choosing a career:

   What are my abilities?
   What are my interests?
   What are my aptitudes?
   What are my activities?
   What are my personality traits?
   What am I looking for in a job?
   What satisfaction do I want from a job?
   What job training am I willing to undertake?
   What are my financial resources?

   Score 1 point for each suitable question, allowing a maximum of 4 questions.
   Possible score: 4 points.

2. Some ways to study occupations:

   Examine occupational briefs put out by governmental, trade, industrial, commercial, professional, or labor organizations
   Interview persons in the occupation
   Consult a vocational counselor

   Score 1 point for each appropriate study device, allowing a maximum of 2 devices.
   Possible score: 2 points.

3. Sample answer: To discover if a job is "for you," relate what you have learned about the job to your interests, aptitudes, etc. Determine if you have the requirements for the job and if the job will satisfy the needs important to your personal fulfillment.

   Score 2 points for an appropriate answer in the above vein.
   Possible score: 2 points.

4. The in-depth study of the occupation should include considerations of:

   Nature of the work
   Personality requirements
   Educational and training requirements
   Entrance into the occupation
   Working conditions
   Demand and supply of workers
   Income, promotion, and security

   Score points on the basis of completeness of study.
   Possible score: 5 points.

5. To determine if the occupation would provide career personal fulfillment, the student should relate his interests, abilities, goals, values, needs, personality, and physical characteristics to the requirements and expectations of the occupation.

   Score 1 point for each appropriate explanation of why or why not the occupation would provide career personal fulfillment. Four (4) explanations are required.
   Possible score: 4 points.

Total possible score on pre-test: 17 points.
Acceptable score: 15 points.

LEARNING ACTIVITIES AND RESOURCES

The following activities are required:

ACTIVITY 1
ACTIVITY 2
ACTIVITY 3
ACTIVITY 4
ACTIVITY 5
ACTIVITY 6
ACTIVITY 7

After you have completed the seven (7) activities specified above have the Coordinator check you work. However, the Coordinator may want to monitor your work on a more periodic basis.

Begin ACTIVITY 1.

ACTIVITY 1

This activity will introduce you to an intelligent approach to career selection. View the following filmstrips in the order given:

"Planning Ahead After High School"
"Putting Your Aptitudes to Work"
"How to Study Occupations"

Based on what you have learned from the filmstrips, answer the questions below, putting your work in the space provided.

1. What questions should you ask yourself before choosing a career? Give at least four (4).

   (1)

   (2)

   (3)

   (4)

2. Of what value to career selection is a study of aptitudes? Also, list at least two (2) different kinds of aptitudes.

   Value of a study of aptitudes to career selection

   Two (2) different kinds of aptitudes
   (1)

   (2)

3. How does one go about studying occupations? Give at least two (2) ways.
   (1)

   (2)

4. How does a person decide if a particular vocation he has studied is "for him?"

Compare your answers to the questions above with those of a classmate, if possible. After you have completed the activity, consult the answer key made available by the Coordinator.

ACTIVITY 1

Scoring Key

1. Some sample questions to ask yourself before choosing a career:

    What are my abilities?
    What are my interests?
    What are my aptitudes?
    What are my activities?
    What are my personality traits?
    What am I looking for in a job?
    What satisfaction do I want from a job?
    What job training am I willing to undertake?
    What are my financial resources?

2. A study of your aptitudes will help you decide whether you have the requisite interests and abilities for a given vocation. Some different kinds of aptitudes are: verbal fluency, numerical ability, clerical ability, musical ability, and mechanical ability.

3. Some ways to study occupations:
    Examine occupational briefs put out by governmental, trade, industrial, commercial, professional, or labor organizations
    Interview persons in the field
    Consult a vocational counselor, etc.

4. To discover if a job is "for you," relate what you have learned about the job to your interests, abilities, aptitudes, etc. Determine if you have the requirements for the job and if the job will satisfy the needs important to your personal fulfillment.

ACTIVITY 2

This activity is designed to enable you to investigate what you like to do. By studying what you are interested in and involved in now, you can determine what careers may be "for you."

What do you like to do? Consider your hobbies, school studies, school activities, outside activities, etc. Select four (4) things you like to do and complete one of the following activities:

a. Have a friend or relative photograph you involved in each of the activities you have selected. You should have a total of four (4) photographs. Mount these photographs on a piece of cardboard and under each write a few sentences explaining how the activity in question contributes to your personal fulfillment.

b. Describe in writing what each activity you have selected involves and also explain how each contributes to your personal fulfillment. Use the space provided on the next page for your work.

Compare your work on this activity with that of a classmate, if possible.

(See next page if you chose to do (b) above.)

ACTIVITY 2 (continued)

For (b) of Activity 2:

Four Things I Like To Do

(1) Activity:

Description:

Contribution to Personal Fulfillment:

(2) Activity:

Description:

Contribution to Personal Fulfillment

(3) Activity:

Description:

Contribution to Personal Fulfillment:

(4) Activity:

Description:

Contribution to Personal Fulfillment:

ACTIVITY 3

This activity is designed to help you size yourself up. In the personal inventory below your interests, abilities, goals, values, needs, personality, and physical characteristics will be considered.

PERSONAL INVENTORY

Interests: Part IA. What school subject(s) do you find most interesting? least interesting? Check the appropriate boxes below.

	M	L
English		
Social Science		
Math		
Foreign Language		
Science		
Business Education		
Home Economics		
Fine Arts		
Industrial Education		
Agricultural Science		

Interests: Part IB. What type(s) of work do you think you would find most interesting? least interesting? Check the appropriate boxes below.

	M	L
Outdoor type of work		
Mechanical type of work		
Working with numbers		
Scientific type of work		
Sales work, advertising, public relations		
Work that uses my artistic ability		
Work that involves reading and writing		
Work that uses my musical ability		
Work in which I am of direct service to others		
Secretarial or clerical type of work		

Interests: Part IC. What kind(s) of work do you think you would find most interesting? least interesting? Check the appropriate boxes below.

	M	L
A job where I use my head		
A job where I use my body		
A job where I work with other people		
A job where I work by myself		
A job where I deal with things		
A job where I deal with ideas		
A job where I deal with people		

Abilities: Part IIA. In what school subject(s) did you receive your highest grades? lowest grades? Check the appropriate boxes below.

	M	L
English		
Social Science		
Math		
Foreign Language		
Science		

ACTIVITY 3 (continued)

Abilities: Part IIA (continued)

	H	L
Business Education	☐	☐
Home Economics	☐	☐
Fine Arts	☐	☐
Industrial Education	☐	☐
Agricultural Science	☐	☐

Abilities: Part IIB. What kind(s) of work do you do well? poorly? Check the appropriate boxes below.

	W	P
Work that involves reading (work with written matls.)	☐	☐
Work that involves numbers	☐	☐
Work that involves writing	☐	☐
Work that involves mechanical problems and machines	☐	☐
Work that involves my hands	☐	☐
Work that involves music	☐	☐
Work that involves art	☐	☐
Work that involves other people	☐	☐
Work that involves visualizing (picturing something in my mind from a drawing	☐	☐

Goals, Values, and Needs: Part IIIA. What characteristics do you consider important in a job? Check the appropriate boxes below.

	I
A job where I could be the leader	☐
A job which is interesting	☐
A job where I could be looked upon very highly by others	☐
A job where I could be the boss	☐
A job which I could be absolutely sure of keeping	☐
A job which is highly paid	☐
A job where I could make a name for myself	☐
A job which is challenging	☐
A job where I could express by feelings, ideas, talent, etc.	☐

Goals, Values, and Needs: Part IIIB. What is the highest level of training to which you are willing to commit yourself? What is the lowest level of training you will accept? Check the appropriate boxes below.

	H	L
High school graduation	☐	☐
Apprenticeship training	☐	☐
Post high school (below Bachelor's degree)	☐	☐
College graduation (Bachelor's degree)	☐	☐
College training beyond Bachelor's degree	☐	☐

Goals, Value, and Needs: Part IIIC. What is the lowest salary level you will accept in a job? Check the appropriate box below.

	L
$5,000 per year	☐
$7,500 per year	☐
$10,000 per year	☐
$15,000 per year	☐

ACTIVITY 3 (continued)

Personality: Part IV. Rate yourself in each of the following areas by checking the appropriate box. For an explanation of what each trait below entails, consult Succeeding in the World of Work by Grady Kimbrell and Ben S. Vineyard, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970, pp.122-137.

	Excellent	Good	Fair	Poor	Very Poor
Ability to take instructions					
Attitude toward people					
Courtesy					
Dependability					
Desire to Succeed					
Enthusiasm					
Foresight					
Friendliness					
Honesty					
Initiative					
Loyalty					
Morality					
Neatness					
Open-mindedness					
Persistence					
Personal appearance					
Punctuality					
Self-control					
Sense of humor					
Tact					
Use of voice					

Physical Characteristics: Part V. Supply the required information in the space provided below.

Height
Weight
Physical Defects or Handicaps

Status of General Health (Good, fair, poor)
Level of Energy (High, average, low)
Personal appearance (Better than average, average, not so good)

Check to make sure you have completed each part of this inventory. Show it to your parents and discuss your evaluation of yourself with their evaluation of you.

ACTIVITY 4

This activity is designed to allow you to use your personal inventory to select careers which appeal to you and careers which do not.

Based on your assessment of yourself in your personal inventory look at the career groups described in Kimbrell and Vineyard's *Succeeding in the World of Work* (pp.17-24) and pick out at least four (4) specific jobs that appeal to you and at least four (4) which do not. As you analyze these career groups, some questions to ask yourself are:

> Would I be interested in this work?
> What qualifications and abilities do I have for this work?
> Would this work provide me with satisfaction as far as my goals, values, and needs are concerned?
> Would my personality and physical make-up allow me to succeed in this work?

Put your selections in the space provided on this page.

Jobs which appeal to me:

(1)

(2)

(3)

(4)

Jobs which do not appeal to me:

(1)

(2)

(3)

(4)

Compare your selections-with those of a classmate, if possible.

ACTIVITY 5

The purpose of this activity is to give you a guide to and practice at studying occupations.

Now that you have made a personal inventory and selected some jobs which appeal and do not appeal to you, it is time to learn how to study an occupation. The best place to start is the library. The librarian can recomment useful occupational literature. Some good sources of information are: Science Research Associates' (SRA) Occupational Briefs; occupational briefs put out by governmental, trade, industrial, commercial, professional, or labor organizations, etc. You may also find the following recordings helpful: "A Man's Work: An Information/Motivation System in Vocational Guidance" from McGraw-Hill Book Company, edited by Gordon Lish, created and produced by Educational Development Corporation. You are to consult one of these sources and prepare an overview of an occupation you selected in ACTIVITY 4 as appealing. You should secure detailed information about the occupation in question in each of the following areas:

Nature of the work (What are the activities, duties, and responsibilities of the worker in this occupation? What kinds of interests and abilities underlie the occupation?)

Personality requirements (What personal characteristics does the job require?)

Educational and training requirements (What kind and level of education is required for the job?

Entrance into the occupation (How does one go about entering the field? Are certificates, licenses, union membership, etc., required? Are there restrictions affecting eligibility for the occupation?)

Working conditions (What are the physical conditons of the job? Where are the jobs located?)

Demand and supply of workers (Is there an active demand for new workers? What is the outlook for the future? Are there seasonal variations involved in the job?

Income, promotion, and security (What is the beginning salary? What are future salary possibilities? What are the possibilities for advancement? What degree of security does the job offer?)

(For a more detailed approach to the study of careers, consult SRA's Your Goals and You: A Guidance Handbook, Chicago, 1962, pp. 245-250, from which the above was condensed)

Use the space provided on the next page for your overview of the selected "appealing" occupation.

ACTIVITY 5 (continued)

Occupation:

Nature of the work:

Personality requirements:

Educational and training requirements:

Entrance into the occupation:

Working conditions:

Demand and supply of workers:

Income, promotion, and security:

Have a friend critique your analysis for completeness and you do the same for him.

ACTIVITY 6

The purpose of this activity is to enable you to analyze a career you have studied in terms of the personal fulfillment it offers to you.

The occupation you overviewed in ACTIVITY 5 was originally thought to be "appealing" to you. Now you will attempt to determine if this occupation can indeed provide you with career personal fulfillment. You will compare your responses in each part of the Personal Inventory in ACTIVITY 3 to the requirements and expectations of the occupation you briefed in ACTIVITY 5. From such comparisons you will be able to decide if the occupation in question can provide you with career personal fulfillment. You are to support your decision with at least four (4) reasons.

You will find the form for this activity on the next page. Each part of the inventory is listed separately. Under each listing, compare your response in that part of the inventory to the requirements and expectations of the occupation you overviewed. For example, a student who briefed the occupation "chemist" checked science as the school subject he found most interesting in Part IA of his inventory. So, under Part IA of his career personal fulfillment analysis of the occupation "chemist", he might write: "I found science to be the most interesting subject I studied in school and, as a chemist, I naturally am involved in science."

Under the "Conclusions" section of your career personal fulfillment analysis, state whether the occupation in question can provide you with career personal fulfillment, and give at least four (4) reasons for your decision based on your part-by-part inventory-overview comparisons.

Have a friend or your parents read your fulfillment analysis and comment on it, if possible.

ACTIVITY 6 (continued)

Career Personal Fulfillment Analysis of the Occupation "________________________"

Part IA:

Part IB:

Part IC:

Part IIA:

Part IIB:

Part IIIA:

Part IIIB:

Part IIIC:

Part IV:

Part V:

Conclusions:

ACTIVITY 7

The purpose of this activity is to give you more practice at studying and evaluating occupations.

Select an occupation which did not appeal to you, based on your work in ACTIVITY 4. In the space provided on the next pages, do an occupational overview and a career personal fulfillment analysis.

Again, after you have finished this activity, have a friend or your parents critique your work, if possible.

If possible, conduct a personal interview with someone in the field in order to prepare your overview.

ACTIVITY 7 (continued)

Occupation:

Nature of the work:

Personality requirements:

Educational and training requirements:

Entrance into the occupation:

Working conditions:

Demand and supply of workers:

Income, promotion, and security:

ACTIVITY 7 (continued)

Career Personal Fulfillment Analysis of the Occupation "____________________"

Part IA:

Part IB:

Part IC:

Part IIA:

Part IIB:

Part IIIA:

Part IIIB:

Part IIIC:

Part IV:

Part V:

Conclusions:

POST TEST

INSTRUCTIONS:

This post test will measure to what degree you can accomplish the objectives of this LAP. Put your work in the space provided on this test.

1. What questions should you ask yourself before choosing a career? Give at least four (4).

   (1)

   (2)

   (3)

   (4)

2. How does one go about studying occupations? Give at least two (2) ways.

   (1)

   (2)

3. How does a person decide if a particular vocation he has studied is "for him?"

POST TEST (continued)

4. In the space provided on this page provide an in-depth study of an occupation of your choice which does not appeal to you.

POST TEST (continued)

5. Give at least four (4) reasons why the occupation you described in #4 would not provide you with career personal fulfillment.

________________________________ would not provide me with career personal
(Occupation)

fulfillment because:

(1)

(2)

(3)

(4)

This test will be scored as follows: #1 - 4 points; #2 - 2 points; #3 - 2 points; #4 - 5 points; #5 - 4 points. Total possible score on post-test: 17 points. If you can score 15 points, it will be assumed that you can achieve the objectives of this LAP.

Take your test to the Coordinator for evaluation.
At this time, consult the Coordinator for reference to appropriate I-DEAS.

POST TEST

Scoring Key

1. Some sample questions to ask yourself before choosing a career:
    What are my abilities?
    What are my interests?
    What are my aptitudes?
    What are my activities?
    What are my personality traits?
    What am I looking for in a job?
    What satisfaction do I want from a job?
    What job training am I willing to undertake?
    What are my financial resources?

    Score 1 point for each suitable question, allowing a maximum of 4 questions.
    Possible score: 4 points.

2. Some ways to study occupations:
    Examine occupational briefs put out by governmental, trade, industrial, commercial, professional, labor organizations
    Interview persons in the occupation
    Consult a vocational counselor

    Score 1 point for each appropriate study device, allowing a maximum of two (2) devices.
    Possible score: 2 points.

3. To discover if a job is "for you," relate what you have learned about the job to your interests, aptitudes, etc. Determine if you have the requirements for the job and if the job will satisfy the needs important to your personal fulfillment. (Sample answer)

    Score 2 points for an appropriate answer in the above vein.
    Possible score: 2 points.

4. The in-depth study of the occupation should include consideration of:
    Nature of the work
    Personality requirements
    Educational and training requirements
    Entrance into the occupation
    Working conditions
    Demand and supply of workers
    Income, promotion, and security

    Score points on the basis of the completeness of the study.
    Possible score: 5 points.

5. In determining why the occupation would not provide him with career personal fulfillment, the student should compare his interests, abilities, goals, values, needs, personality, and physical characteristics to the requirements and expectations of the occupation.

    Score 1 point for each appropriate explanation of why the occupation would not provide career personal fulfillment. Four (4) such explanations are required.

Total possible score on post-test: 17 points.
Acceptable score: 15 points.

I-DEAS

1. Read the section on "Jobs" in Growing Up Absurd: Problems of Youth in the Organized System by Paul Goodman (Random House, New York, 1960, pp. 17-35). In a five (5) minute speech to the class or a two (2) page written report, summarize and comment on Goodman's findings on why people take certain jobs. Be sure to include a consideration of the relative importance attached to "doing something I want to do" and "making money" as the guiding force behind vocational choice.

2. Consult a vocational counselor at your school and take as many of the following tests as you can: Kuder Preference Record - Vocational; Kuder Preference Record - Personal; Kuder Preference Record - Occupational (all available through SRA); and the Strong Vocational Interest Blank. These tests should be scored and the results discussed and interpreted by the counselor in the presence of you and your parents. They can provide you with helpful career-selection guidance.

3. Illustrate at least three (3) occupations you find appealing, using either your own drawings or photographs and pictures clipped from newspapers and magazines. Mount the illustrations on a piece of cardboard and under each label the occupation it represents and give three (3) reasons why you find that occupation appealing.

4. Send for pamphlets describing at least two (2) occupations you find appealing. Consult a reference such as Gertrude Forrester's Occupational Literature (H.W. Wilson Company, New York) for sources offering these pamphlets. For at least one (1) of the occupations you should send for and receive at least two (2) pamphlets from different sources. Show the Coordinator copies of the request letters you wrote to the sources, the envelopes addressed to you bearing the pamphlets, and the pamphlets themselves.

NOTES TO THE COORDINATOR

For ACTIVITY 1:

"Planning Ahead After High School" (Filmstrip, 44 frames, color, Filmstrip of the Month, 1958.)

"Putting Your Aptitudes to Work" (Filmstrip, 38 frames, color, Filmstrip of the Month, 1960.)

"How to Study Occupations" (Filmstrip, 40 frames, color, Filmstrip of the Month, 1963.)

NOTE TO COORDINATOR

If, in your opinion, time is insufficient for the student to complete this Learning Activity Package, ACTIVITIES #1 and #2 may be omitted.

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE

____

Type of Work Experience Education: GENERAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.3 Using the Job Satisfaction Report, make a weekly report to your Work Experience Education Coordinator.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List at least three (3)areas or facets of your job which are possible sources of satisfying and dissatisfying experiences. Suggest at least two (2) questions you can ask yourself to determine what experiences each area listed is providing.
2. Fill out a weekly Job Satisfaction Report, giving at least three (3) listings under each of the three (3) parts of the report.
3. Give at least (3) three reasons why a Job Satisfaction Report is valuable and useful.

RATIONALE

This LAP is designed to enable you to establish criteria for filling out a JSR, practice filling out satisfaction reports, and realize the importance of such reports.

DIRECTIONS

In this LAP you will prepare a written or pictorial satisfaction report of a typical day in your life; prepare a written or pictorial satisfaction report of a typical week in one of your classes; prepare a written satisfaction report of a given true-to-life work situation; develop criteria to be considered in completing a JSR; complete a JSR for a day on your job; and discuss the usefulness of a JSR.

PRE-TEST

INSTRUCTIONS:

This pre-test will measure to what degree you can already achieve the objectives of this LAP. Put your work in the space provided on the test.

1. List at least three (3) areas or facets of your job which are possible sources of satisfying and dissatisfying experiences for you. Also, for each area you list, suggest at least two (2) questions you can ask yourself to determine what experiences the area in question is providing.

(1) Area:

Questions: a.)

b.)

(2) Area:

Questions: a.)

b.)

(3) Area:

Questions: a.)

b.)

2. Using the form provided on the next page, fill out a "Job Satisfaction Report" covering the last week of work on your job. You should have at least three (3) listings under each of the three (3) parts of the report. Address the report to your Coordinator.

PRE-TEST (continued)

JOB SATISFACTION REPORT
(This Is The Week That Was)

To: ______________________________

From: ____________________________

Best things that happened on the job this week:

(1)

(2)

(3)

Worst things that happened on the job this week:

(1)

(2)

(3)

I need help with:

(1)

(2)

(3)

PRE-TEST (continued)

3. Give at least three (3) reasons why a "Job Satisfaction Report" is valuable and useful.

(1)

(2)

(3)

This test will be scored as follows: #1 - 9 points; #2 - 9 points: #3 - 6 points. Total possible score on pre-test: 24 points. If you score 20 points or above, you may be exempted from this LAP on the grounds that you can already achieve its objectives.

Take your pre-test to the Coordinator for evaluation.

PRE-TEST

Scoring Key

1. Score 1 point for each area or facet of job listed as possible source of satisfying and dissatisfying experience. Score 1 point for each questions asked to determine what experience the area in question is providing, allowing 2 questions per area. Possible source for each set of (Area + Questions) is 3 points. Since there are 3 such sets for (Area + Questions), total possible score is 9 points.

   The Coordinator must decide if the answers are appropriate. Sample answers:

Area: My relationship to customers
Questions: Do I handle customers effectively and efficiently?
Do customers often irritate me?

Area: My relationship to my supervisor or sponsor
Questions: Do I get along well with my supervisor or sponsor?
Can I abide by the standards he sets for me?

Area: My relationship to fellow employees
Questions: Do I enjoy working with my fellow employees?
Am I respected by my fellow employees?

Area: My duties and responsibilities
Questions: What unpleasant tasks do I have to perform?
Do I enjoy doing what I am doing?

Area: My working conditions
Questions: Do I work in pleasant surroundings?
Am I allowed adequate rest periods or breaks?

2. Student must fill out the JSR for his last week of work. The Coordinator must decide on the appropriateness of his responses. Score 1 point for each listing under "Best things that happened on the job this week," with a maximum of 3 listings allowed; possible score of 3 points. Score 1 point for each listing under "Worst things that happened on the job this week," with a maximum of 3 listings allowed; possible score of 3 points. Score 1 point for each listing under "I need help with," with a maximum of 3 listings allowed; possible score of 3 points. Total possible score on JSR: 9 points.

3. Score 2 points for each reason given to show usefulness and value of a JSR, 3 reasons are allowed; total possible score of 6 points. The Coordinator must decide if the answer is appropriate and deserves full credit. Some sample answers:

PRE-TEST Scoring Key (continued)

a. A JSR provides me with a written record of my work experience.
b. A JSR gives me a chance to point out my good and bad experiences and decide where I need to improve.
c. A JSR enables my Coordinator to better understand my attitude toward my work.
d. A JSR provides a regular report to the Coordinator of where I need help.
e. A JSR brings about better communication and interaction between me and the Coordinator.

Scoring: #1 - 9 points; #2 - 9 points; #3 - 6 points.
Total possible score on pre-test: 24 points.

Acceptable score: 20 points.

LEARNING ACTIVITIES AND RESOURCES

The following activities are required:

- ACTIVITY 1
- ACTIVITY 2
- ACTIVITY 3
- ACTIVITY 4
- ACTIVITY 5
- ACTIVITY 6

When you have completed the above specified six (6) activities, hand them in to the Coordinator for checking. However, the Coordinator may want to monitor your work on a more periodic basis, such as after each activity.

Begin ACTIVITY 1

ACTIVITY 1

The purpose of this activity is to help you develop and practice the analytical skills you will need to have at your disposal in order to successfully complete future activities in this LAP.

Analyze a typical day in your life, picking out both satisfying and dissatisfying experiences, and areas where personal improvement is needed. You are to pick out at least two (2) satisfying experiences, two (2) dissatisfying experiences, and two (2) areas where you need to improve. Some example of satisfying experiences might be: "My team won its game today"; "I met a nice girl on the bus today"; etc. Some examples of dissatisfying experiences might be: "I did poorly on my history test today";"My father balled me out for not doing my chores this afternoon"; etc. Some examples of areas where personal improvement is needed: "I need to study harder for history exams"; "I need to remember to do my chores"; etc.

You may make this analysis in either of the following ways:

Option A: List your satisfying experiences, dissatisfying experiences, and needed improvement areas, using the form provided on the next page. In each case, give a reason for satisfaction, dissatisfaction, or need for improvement.

Option B: Illustrate your satisfying experiences, dissatisfying experiences, and needed improvement areas, using photographs taken of yourself or your own drawings. Mount the photographs or drawings on a piece of cardboard and explain what each represents on a label placed underneath the illustration. For example: Picture - You are seated at a desk taking notes from a history book; Label - "An Area Where I Need to Improve: Studying Harder for History Exams."

When you have completed this activity, show your work to your parents or a classmate and invite their comments.

ACTIVITY 1 (continued)

Form For Option (a)

THIS WAS THE DAY THAT WAS

Satisfying Experiences:

(1) Experience:

Reason for satisfaction:

(2) Experience:

Reason for satisfaction:

Dissatisfying Experiences:

(1) Experience:

Reason for dissatisfaction:

(2) Experience:

Reason for dissatisfaction:

Areas Where Personal Improvement Needed:

(1) Area:

Reason Improvement Needed:

(2) Area:

Reason Improvement Needed:

ACTIVITY 2

This activity is designed to provide you with more practice in analysis of satisfying and dissatisfying experiences and determination of needed personal improvement areas.

Select one of your classes at school and analyze a typical week you spend in that course, picking out both satisfying and dissatisfying experiences, and areas where personal improvement is necessary. You are to pick out at least two (2) satisfying experiences, two (2) dissatisfying experiences, and two (2) areas where you need to improve, all of which are related to the class you select for your week-long analysis.

The following provides an example for each category:

Satisfying Experience: I gave a talk to my Auto I class entitled "How an Engine Works." The instructor said the talk shows good subject knowledge and is well organized. It was the first time I had given a talk in class and I was surprised I had done that well.

Dissatisfying Experience: In preparing for my talk I became so involved that I did not have enough time to complete an important required homework assignment for the class.

Needed Improvement Area: I need to plan my time better so that I can complete all class assignments on time.

You may make the required analysis in either of the following ways:

a. List your satisfying experiences, dissatisfying experiences, and needed improvement areas, using the form provided on the next page. In each case, give a reason for satisfaction, dissatisfaction, or need for improvement. (You may present this material orally to your Work Experience class, rather than providing a written analysis.)

b. Illustrate your satisfying experiences, dissatisfying experiences, and needed improvement areas, using photographs taken of yourself or your own drawings. Mount the photographs or drawings on a piece of cardboard and explain what each represents on a label placed underneath the illustration. For example: Picture - You and another student are shown arguing and about ready to come to blows, in your P.E. class; Label - "An Area Where I Need to Improve: Getting Along with Other Students in Class." (You may want to present this material orally to your Work Experience class, using your illustrations in the presentation.)

If you present your material orally, have your classmates comment on your work. Otherwise, show your work to a friend or classmate or the teacher in whose class you made the analysis, and ask for comments.

ACTIVITY 2 (continued)

Form for Option (a)

A WEEK IN ______________ CLASS
(subject)

Satisfying Experiences:

(1) Experience:

Reason for satisfaction:

(2) Experience:

Reason for satisfaction:

Dissatisfying Experiences:

(1) Experience:

Reason for dissatisfaction:

(2) Experience:

Reason for dissatisfaction:

Areas Where Personal Improvement Needed:

(1) Area:

Reason Improvement Needed:

(2) Area:

Reason Improvement Needed:

ACTIVITY 3

The purpose of this activity is to prepare a "satisfaction" report of a true-to-life work situation, using the skills you have developed from the "satisfaction" studies you have just completed.

Below there is a description of a typical week in the life of Frank Funk, a work experience student who is employed in a dry cleaning store. You are to study the description of Frank's work week and then, in the space provided on the next page, list at least two (2) of Frank's satisfying experiences, two (2) of his dissatisfying experiences, and two (2) areas where he needs to improve. You are actually making a "satisfaction" report on Frank's work week, based on what is presented to you in the following description.

Monday: Frank was 15 minutes late for work.

Tuesday: Frank's supervisor praised him for efficient handling of rush hour customers.

Wednesday: A customer complained to Frank that some spots had not been removed from her dress and she proceeded to ball him out for five minutes although he was not responsible for the cleaning error. This irritated Frank and he later had an argument with a fellow employee.

Thursday: A girl from school whom Frank had been trying to meet for several weeks brought a skirt in to be cleaned and Frank was able to talk with her for several minutes.

Friday: Frank was 10 minutes late for work. He accidentally short-changed two customers.

After you complete the "satisfaction" report on the next page, compare your results to the key furnished by the Coordinator.

ACTIVITY 3 (continued)

SATISFACTION REPORT

Name: Frank Funk
Job: Clerk at First Cabin Dry Cleaners

Satisfying Experiences:

(1)

(2)

Dissatisfying Experiences:

(1)

(2)

Areas Where Personal Improvement Needed:

(1)

(2)

ACTIVITY 3

Scoring Key

Satisfying Experiences:

1. Frank was praised for efficient handling of rush hour customers on Tuesday.
2. Frank met a girl from school he was interested in when she came into the shop on Thursday.

Dissatisfying Experiences:

1. Frank did not get to work on time on Monday and Friday.
2. Frank had to endure a tirade by a customer for an error he was not responsible for on Wednesday.
3. Frank had an argument with a fellow employee on Wednesday.
4. Frank accidentally short-changed two customers on Friday.

Areas Where Personal Improvement Needed:

1. Frank needs to work at getting to his job on time.
2. Frank must prevent one bad experience (customer's attack on him) from leading to another (his argument with a fellow employee.) He must learn to take a dissatisfying experience in stride and not let it cause other dissatisfying experiences.
3. Frank must be more careful in his financial dealings with customers.

ACTIVITY 4

The purpose of this activity is to help you develop a set of criteria to be used later when you write a "satisfaction" report on your own job.

Consider your job. What areas or facets of the job must be considered as sources of satisfying experiences, dissatisfying experiences, etc? Using the space provided on this page, you are to list at least three (3) such areas or facets of your job which are possible sources of satisfying and dissatisfying experiences. Also, for each area you list, suggest at least two (2) questions you can ask yourself to determine what experiences the area in question is providing.

Example Area: My relationship to customers
Questions: Do I handle customers effectively and efficiently?
Do customers often irritate me?

Possible Sources of Satisfying and Dissatisfying Experiences on My Job

(1) Area:

Questions: a.

b.

(2) Area:

Questions: a.

b.

(3) Area:

Questions: a.

b.

When you have completed your work, compare it with the work of several other classmates. Compare your work also with the key provided by the Coordinator. In this way you will develop a set of criteria for determining sources of satisfying and dissatifying experiences on your job.

ACTIVITY 4

Scoring Key

Some possible sources of satisfying and dissatisfying experiences on the job:

Area: My relationship to my supervisor or sponsor
Questions: Do I get along well with my supervisor or sponsor?
Can I abide by the standards he sets for me?

Area: My relationship to fellow employees
Questions: Do I enjoy working with my fellow employees?
Am I respected by my fellow employees?

Area: My duties and responsibilities
Questions: Do I enjoy doing what I am doing?
What unpleasant tasks do I have to perform?

Area: My working conditions
Questions: Do I work in pleasant surroundings?
Am I allowed adequate rest periods or breaks?

ACTIVITY 5

The purpose of this activity is to have you actually fill out a "Job Satisfaction Report" for a day on the job.

Analyze a day on your job, using the criteria you developed in ACTIVITY 4. Use the form provided on this page. You should have at least one (1) listing under each of the three (3) parts of the report.

JOB SATISFACTION REPORT
(That Was The Day That Was)

To: ______________________________
(Your Coordinator's Name)

From: ______________________________
(Your Name)

Best thing(s) that happened on the job today:

Worst thing(s) that happened on the job today:

I need help with:

Have a work experience classmate look at your report and critique it. You look at his and do the same.

ACTIVITY 6

The purpose of this activity is to have you evaluate the usefulness of a "Job Satisfaction Report."

Form a discussion group, if possible, with at least two (2) other students and evaluate the usefulness of a "Job Satisfaction Report." You should be able to come up with at least three (3) reasons why such a report is of value. After the discussion, each member should summarize his views in the space provided below.

Example: "A JSR provides me with a written record of my work experience."

"Job Satisfaction Reports" are valuable for the following reasons:

(1)

(2)

(3)

Compare your reasons with those derived by another discussion group. Then, check the key provided by the Coordinator. In this way, you will be able to understand the importance of the "Job Satisfaction Report."

ACTIVITY [illegible]

Scoring Key

Some reasons why "Job Satisfaction Reports" are valuable.

1. A JSR gives the student a chance to point out his good experiences and his bad ones, and decide where he needs to improve.

2. A JSR enables the Coordinator to better understand the student's attitude toward his work.

3. A JSR provides a regular report to the Coordinator [illegible] needs help.

4. A JSR brings about a greater communication and understanding between the student and the Coordinator.

POST-TEST

INSTRUCTIONS: This test will measure to what degree you have accomplished the objectives of this LAP. Put your work in the space provided on the test.

1. List at least three (3) areas or facets of your job which are possible sources of satisfying and dissatisfying experiences for you. Also, for each area you list, suggest at least two (2) questions you can ask yourself to determine what experiences the area in question is providing.

(1) Area:

Questions: a.)

b.)

(2) Area:

Questions: a.)

b.)

(3) Area:

Questions: a.)

b.)

2. Using the form provided on the next page, fill out a "Job Satisfaction Report" covering the last week of work on your job. You should have at least three (3) listings under each of the three (3) parts of the report. Address the report to your Coordinator.

POST-TEST (continued)

JOB SATISFACTION REPORT
(This Is The Week That Was)

To: ______________________________

From: ____________________________

Best things that happened on the job this week:

(1)

(2)

(3)

Worst things that happened on the job this week:

(1)

(2)

(3)

I need help with:

(1)

(2)

(3)

POST-TEST (continued)

3. Give at least three (3) reasons why a "Job Satisfaction Report" is valuable and useful.

(1)

(2)

(3)

This test will be scored as follows: #1 - 9 points; #2 - [illegible] points; #3 - 6 points.

Total possible score on post-test: 24 points. If you score 20 points or above, you have accomplished the objectives of this LAP.

Take your post-test to the Coordinator for evaluation.

At this time, the Coordinator will suggest appropriate I-LAPs.

POST-TEST

Scoring Key

1. Score 1 point for each area or facet of job listed as possible source of satisfying and dissatisfying experiences. Score 1 point for each question asked to determine what experience the area in question is providing, allowing 2 questions per area. Possible score for each set of (Area + Questions) is 3 points. Since there are 3 such sets of (Area + Questions), total possible score is 9 points.

   The coordinator must decide if the answers are appropriate. Sample answers:

Area: My relationship to customers
Questions: Do I handle customers effectively and efficiently?
Do customers often irritate me?

Area: My relationship to my supervisor or sponsor
Questions: Do I get along well with my supervisor or sponsor?
Can I abide by the standards he sets for me?

Area: My relationship to fellow employees
Questions: Do I enjoy working with my fellow employees?
Am I respected by my fellow employees?

Area: My duties and responsibilities
Questions: Do I enjoy doing what I am doing?
What unpleasant tasks do I have to perform?

Area: My working conditions
Questions: Do I work in pleasant surroundings?
Am I allowed adequate rest periods or breaks?

2. Student must fill out the JSR for his last week of work. The coordinator must decide on the appropriateness of his responses. Score 1 point for each listing under "Best things that happened on the job this week," with a maximum of 3 listings allowed; possible score of 3 points. Score 1 point for each listing under "Worst things that happened on the job this week," with a maximum of 3 listings allowed; possible score of 3 points. Score 1 point for each listing under "I need help with," with a maximum of 3 listings allowed; possible score of 3 points. Total possible score on JSR: 9 points.

POST-TEST Scoring Key (continued)

3. Score 2 points for each reason given to show usefulness and value of a JSR. Three (3) reasons are allowed; total possible score of 6 points. The Coordinator must decide if the answer is appropriate and deserves full credit. Some sample answers:

   a. A JSR provides me with a written record of my work experience.

   b. A JSR gives me a chance to point out my good and bad experiences and decide where I need to improve.

   c. A JSR enables my Coordinator to better understand my attitude toward my work.

   d. A JSR provides a regular report to the Coordinator of where I need help.

   e. A JSR brings about better communication and interaction between me and the Coordinator.

Scoring: #1 - 9 points; #2 - 9 points; #3 - 6 points.

Total possible score on post-test: 24 points.

Acceptable score: 20 points.

I-DEAS

1. Form a work group with at least four (4) other students. Script, produce, direct, and act out a play showing a work experience student on his job during a typical week. Be sure to include in the play at least two (2) satisfying experiences for the student worker, two (2) dissatisfying experiences, and two (2) indicated areas where personal improvement is required. Present your production to your work experience class and have the audience fill out what they think the student worker's "Job Satisfaction Report" would look like for the week.

2. Go to the library and consult a textbook in psychology or sociology which discusses the classic "Hawthorne" experiment. This study was conducted at the Hawthorne plant of the Western Electric Company in Chicago. The effect of changes in environmental factors on the productivity of a work group was investigated. In a two (2) page paper or a five (5) minute talk to the class, summarize the Hawthorne experiment and its findings and point out at least three (3) ways management can both improve employee morale and increase worker productivity at the same time.

3. Form a work group with at least two (2) other students and design a school bulletin board highlighting the best things that happened in school during the last week, the worst things, and areas where improvement is needed. Use photographs of school activities, drawings, brief essays, etc. on the bulletin board. Some examples:

   Best things that happened in school last week:

   We beat a rival high school in football.
   The Junior Class sponsored a dance.

   Worst things that happened in school last week:

   Vandals broke into the gymnasium.
   There was a big fight between two students after school.

   Areas where improvement is needed:

   More school support at our athletic activities.
   Better student behavior during fire drills.

NOTE TO THE COORDINATOR

If, in your opinion, time is insufficient for the student to complete the Learning Activity Package, Activity #1 may be omitted.

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: GENERAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.4 Using your weekly Job Satisfaction Reports, appraise your job performance at regular intervals in terms of growth in personal fulfillment.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List at least five (5) types of personal satisfaction and fulfillment you expect from your work experience job.
2. Assess your performance on the job in order to determine if at least three (3) of the above expectations have been fulfilled, based on entries in your weekly Job Satisfaction Reports.
3. Appraise your performance on the job in each of the following areas: your relationship to customers; your relationship to fellow employees; and your relationship to your work experience education sponsor.

RATIONALE

This LAP is designed to enable you to assess your job performance based on entries in your weekly Job Satisfaction Reports. This LAP will also help you to appraise your job performance in terms of growth in personal satisfaction and fulfillment.

DIRECTIONS

In this LAP you will analyze the job performance of another work experience education student after studying the weekly Job Satisfaction Reports she compiled; discuss with your group what types of satisfaction and fulfillment you expect on your job; appraise your own job performance based on a study of your own weekly Job Satisfaction Reports; prepare a speech, tape, or paper on a topic of your choice dealing with personal fulfillment on the job.

PRE-TEST

INSTRUCTIONS:

This pre-test will measure to what degree you can already achieve the objectives of this LAP. Put your work in the space provided on the test.

1. What do you expect from your work experience education job in terms of personal satisfaction and fulfillment? List at least five (5) expectations.

   (1)

   (2)

   (3)

   (4)

   (5)

2. Select three (3) expectations you listed in #1 and assess your performance on the job in order to determine whether or not each expectation has been fulfilled. In each case, cite incidents from the weekly Job Satisfaction Reports you have compiled which support your appraisal. Use the form on the next page.

PRE-TEST (continued)

2. (continued)

The following is an assessment of my job performance in terms of fulfillment of expectations which I selected from Question #1.

(1) Expectation:

Appraisal of expectation fulfillment:

(2) Expectation:

Appraisal of expectation fulfillment:

(3) Expectation:

Appraisal of expectation fulfillment:

PRE-TEST (continued)

3. Using the weekly Job Satisfaction Reports you have compiled, appraise your performance in each of the following areas: your relationship to customers, your relationship to your fellow employees, your relationship to your work experience education sponsor. In each area, determine if you have performed well, performed poorly, shown improvement, need to improve, etc., and cite the incident(s) from your reports which back up your appraisal. Also, for each area mentioned above, state what personal satisfaction and fulfillment you are deriving in that area.

The following is an appraisal of my performance on the job.

(1) My relationship to customers
How I have performed in this area with supportive JSR incidents:

Personal satisfaction and fulfillment I am deriving in this area:

(2) My relationship to my fellow employees
How I have performed in this area with supportive JSR incidents:

Personal satisfaction and fulfillment I am deriving in this area:

(3) My relationship to my work experience education sponsor
How I have performed in this area with supportive JSR incidents:

Personal satisfaction and fulfillment I am deriving in this area:

This pre-test will be scored as follows: #1-5 points; #2-9 points; #3-12 points. Total possible score on pre-test: 26 points. If you can score 22 points or more, you will be exempted from this LAP on the grounds that you can already achieve its objectives.

Take your pre-test to the Coordinator for evaluation.

PRE-TEST

Scoring Key

1. Score 1 point for each job fulfillment expectation listed. A maximum of five (5) listings is allowed, so the total possible score is 5 points.

   Some sample answers:

   A job in an occupational field I am interested in
   A job which will prepare me for future jobs and careers
   A job in which I do what I am good at doing
   A job in which I use the skills I developed in school
   A job where I can express my feelings, ideas, talent, etc.
   A job which I consider useful
   A job where I serve mankind
   A job which I find challenging
   A job which I can be sure of keeping
   A job where I earn a decent wage
   A job where I can achieve personal recognition
   A job which is socially acceptable
   A job where I can work independently
   A job in which I help other people
   A job which I find enjoyable

2. Score three (3) points for each expectation-fulfillment appraisal. Student must explain whether or not expectation has been fulfilled and support stand with incident(s) from his Job Satisfaction Reports. Instructor must decide upon appropriateness of answer and whether it deserves full credit (3 points). Three (3) expectations must be appraised from the student's list in #1, so, at 3 points per appraisal, the total possible score on this question is 9 points.

3. Score four (4) points for each appraisal, to be delegated as follows: 3 points for his explanation of "How I have performed in this area...." (must include a rating of his performance and incidents from his JSR's which support his rating); 1 point for his statement of what "Personal satisfaction and fulfillment I am deriving in this area." Instructor must decide upon appropriateness of answers and whether full credit (4 points) can be assigned.

   Three (3) areas at four (4) points each must be appraised, giving a total possible score on this question of 12 points.

Scoring: #1 - 5 points; #2 - 9 points; #3 - 12 points.
Total possible score on pre-test: 26 points.
Acceptable score: 22 points.

LEARNING ACTIVITIES AND RESOURCES

The following activities are required:

ACTIVITY 1
ACTIVITY 2
ACTIVITY 3
ACTIVITY 4

After you have completed the above specified four (4) activities, take your work to your Coordinator for checking. However, the Coordinator may want to check you work on a more periodic basis, such as after each activity has been completed.

Begin ACTIVITY 1.

ACTIVITY 1

This activity is designed to provide you with practice in the appraisal of job performance (as recorded in weekly Job Satisfaction Reports) in terms of personal development and growth in personal fulfillment.

Below you will find some Job Satisfaction Reports compiled by Sally Sharpe, a work experience education student who is employed as a waitress. Appraise Sally's performance, as indicated in her reports, in each of the following areas: relationship to customers, relationship to fellow employees, and relationship to sponsor. In each area, determine if she has performed well, performed poorly, shown improvement, needs to improve, etc., and cite the incident(s) from her reports which back up your appraisal. Also, for each of at least two (2) areas mentioned above, attempt to determine what satisfaction and personal fulfillment Sally is deriving in the area. Use the form provided on the next page.

Name: Sally Sharpe
Work Experience Education Position: Waitress at Murray's Restaurant
Work Experience Education Sponsor: Mr. Allen, manager of the restaurant

Job Satisfaction Report (Week of October 4 - 10)
Best things that happened on the job this week: I made $15.00 in tips.
Worst things that happened on the job this week: I had an argument with a bus boy who I thought was stealing some of my tips.
I need help with: Getting customer's orders down faster.

Job Satisfaction Report (Week of October 11 - 17)
Best things that happened on the job this week: The sponsor asked me to work an extra day this week and, when I said I would, he said he knew I was an employee he could count on to help out in an emergency.
Worst things that happened on the job this week: Another waitress told me I was too slow taking customer's order and I got mad at her for that comment.
I need help with: Learning to get along with my co-workers.

Job Satisfaction Report (Week of October 18 - 24)
Best things that happened on the job this week: I made $20.00 in tips. A customer said I was the most conscientious waitress he had ever had.
Worst things that happened on the job this week: The cashier and I had a disagreement in front of some customers. Mr. Allen was disturbed at this.
I need help with: My attitude toward some of the other employees.

ACTIVITY 1 (continued)

An Appraisal of Sally Sharpe's Performance

Her relationship to customers:

Her relationship to fellow employees:

Her relationship to sponsor:

Compare your analysis to that of a friend, and then check your answers with the key provided by the Coordinator.

ACTIVITY 1

Scoring Key

A Sample Appraisal of Sally Sharpe's Performance:

Her relationship to customers:
She is doing reasonably well her and is showing improvement. Her tips have increased from $15 to $20 a week. (JSR, Oct.4-10 to JSR, Oct.18-24), which would appear to indicate increased customer satisfaction with her performance. That she is doing well in this area is also shown by the customer's appreciation for her conscientiousness (JSR, Oct.18-24). However, she does appear to be having difficulty taking down customer's order rapidly (JSR,Oct.4-10 and Oct.11-17) and needs to improve in her performance of this skill.

Her relationship to fellow employees:
She is not doing well in this area at all, as evidenced by arguments with a busboy (JSR,Oct.4-10), another waitress (JSR,Oct.11-17), and the cashier (JSR,Oct.18-24). Obviously, as she notes in JSR,Oct. 11-17, and JSR, Oct.18-24, she must learn to get along better with her co-workers and improve her attitude toward them. Over the three week period covered by the JSR's, she seemingly has not made much improvement in this area: The arguments she has had are undoubtedly creating a feeling of dissatisfaction within her and may be nullifying other personally fulfilling aspects of the job, such as her good relationship with customers.

Her relationship to sponsor:
The sponsor feels she is reliable and can be counted on (JSR,Oct.11-17), but is concerned about her poor relationships with other employees (JSR,Oct.18-24). So, her inability to get along with some of her co-workers is adversely influencing her otherwise good relationship with her sponsor. Although his compliment to her was a personally satisfying experience (JSR,Oct.11-17), such satisfaction may be nullified by his concern for her weaknesses in other areas. When she learns to get along better with fellow employees, her relationship to her sponsor will consequently improve.

ACTIVITY 2

The purpose of this activity is to enable you to determine what kinds of satisfaction and personal fulfillment you expect from your work experience education job.

Form a discussion group with at least two (2) other students. Your group is to consider the following question: What do you expect from your work experience education job in terms of personal satisfaction and fulfillment? You should be able to come up with at least five (5) such expectations. Some examples are: A job which involves interesting work; A job where I can be of service to the public; etc. In determining your expectations, consider your interests, abilities, goals, values, needs, personality, etc. After the discussion, each member should list five (5) of his expectations in the space provided on this page.

My expectations from my work experience education job in terms of personal satisfaction and fulfillment are:

(1)

(2)

(3)

(4)

(5)

After you have completed this activity, compare your selection of expectations to that of a friend in another group. Then consult the key provided by the Coordinator to determine if you left out some expectations which might be important to you.

ACTIVITY 2

Scoring Key

Below are some sample answers.

My expectations from my work experience education job in terms of personal satisfaction and fulfillment are:

1. A job in an occupational field I am interested in
2. A job which will prepare me for future jobs and careers
3. A job in which I do what I am good at doing
4. A job in which I use the skills I developed in school
5. A job where I can express my feelings, ideas, talent, etc.
6. A job which I consider useful
7. A job where I serve mankind
8. A job which I find challenging
9. A job which I can be sure of keeping
10. A job where I earn a decent wage
11. A job where I have self-respect
12. A job where I can achieve personal recognition
13. A job which is socially acceptable
14. A job where I can work independently
15. A job in which I help other people
16. A job which I find enjoyable

ACTIVITY 3

This activity is designed to give you practice in appraising your job performance as recorded in your weekly Job Satisfaction Reports in terms of personal development and growth in personal fulfillment. Select three (3) job expectations which are most important to you, referring to your list in ACTIVITY 2 or the list the Coordinator provided (the key) at the conclusion of that activity. Using your weekly Job Satisfaction Reports, assess your performance on the job in order to determine whether or not each expectation has been fulfilled. Cite the incident(s) from your reports which support your appraisal in each case. Use the space provided on the next page for your assessments.

To assist you in this activity, the following is provided as a hypothetical example. The student in question is a clerk in a hardware store. In his appraisal given below, he refers to the following two incidents related in his Job Satisfaction Reports:

JSR, Nov. 12-18, Worst things that happened to me on the job this week:

> Customers ask me where things are in the store and most of the time I do not know what they are talking about, let alone where the thing is located in the store.

JSR, Dec. 3-9, Best things that happened to me on the job this week:

> A customer asked me what to do about a special repair problem he had, and I was able to direct him immediately to a product we stocked which solved his problem. The customer was amazed and complimented me, saying, "Boy, you sure know your stuff."

Part of the student's appraisal:

Expectation: I want a job where I can be of service to other people.

Comments: When I first started my job, I didn't know what I was doing. I couldn't help myself, let alone other people. It was very frustrating. Customers would ask me what a product was supposed to do, where it was located in the store, etc., and I could not give them any answers. (JSR,Nov.12-18).

However, after a few more weeks on the job, I became familiar with our products, what they did, where they were located in the store, etc. When a customer came to me with a difficult repair problem and asked me what to do, I quickly directed him to a product we carried which would solve the problem. He was amazed that I was able to help him solve his problem and was very complimentary toward me. (JSR,Dec.3-9).

With the experience I was gaining every day on the job, I was better able to be of service to customers, which helped them and provided me with personal satisfaction and fulfillment.

ACTIVITY 3 (continued)

The following is an appraisal of my job performance in terms of fulfillment of expectations which are important to me.

(1) Expectation:

Comments:

(2) Expectation:

Comments:

(3) Expectation:

Comments:

Have a classmate or your parents read your appraisal and comment on it.

ACTIVITY 4

This activity is designed to provide you with more practice in assessing your job performance in terms of personal development and fulfillment.

Prepare a two (2) minute speech to the class, a two (2) minute tape, or a one (1) page paper on one (1) of the following topics:

"Do I find my job challenging?"
"Do I find my job interesting?"
"Do I do productive work on my job?"
"Do I enjoy my job?"

The topic you select for this activity must be different from the fulfillment expectations you dealt with in ACTIVITY 3.

For your speech, tape, or paper, cite at least three (3) incidents detailed in your Job Satisfaction Reports to support your answer to the topic question. Explain how each of these incidents does support your answer.

Have fellow students comment on your presentation.

(If you chose to write the paper, use the form provided on the next page.)

ACTIVITY 4 (continued)

FORM FOR PAPER

Topic:

Answer to the topic question:

Support for answer to topic question:

(1) Incident from JSR:

How incident supports answer:

(2) Incident from JSR:

How incident supports answer:

(3) Incident from JSR:

How incident supports answer:

POST TEST

INSTRUCTIONS:

This post test will measure to what degree you are able to accomplish the objectives of this LAP. Put your work in the space provided on the test.

1. What do you expect from your work experience education job in terms of personal satisfaction and fulfillment? List at least five (5) expectations.

   (1)

   (2)

   (3)

   (4)

   (5)

2. Select three (3) expectations you listed in Question #1 and assess your performance on the job in order to determine whether or not each expectation has been fulfilled. In each case, cite incidents from the weekly Job Satisfaction Reports you have compiled which support your appraisal. Use the form on the next page.

POST TEST (continued)

2. (continued)

The following is an assessment of my job performance in terms of fulfillment of expectations which I selected from Question #1.

(1) Expectation:

Appraisal of expectation fulfillment:

(2) Expectation:

Appraisal of expectation fulfillment:

(3) Expectation:

Appraisal of expectation fulfillment:

3. Using the weekly Job Satisfaction Reports you have compiled, appraise your performance in each of the following areas: your relationship to customers, your relationship to your fellow employees, and your relationship to your work experience education sponsor. In each area, determine if you have performed well, performed poorly, shown improvement, need to improve, etc., and cite the incident(s) from your reports which back up your appraisal. Also, for each area mentioned above, state what personal satisfaction and fulfillment you are deriving in that area.

The following is an appraisal of my performance on the job.

(1) My relationship to customers
How I have performed in this area with supportive JSR incidents:

Personal satisfaction and fulfillment I am deriving in this area:

(2) My relationship to my fellow employees
How I have performed in this area with supportive JSR incidents:

Personal satisfaction and fulfillment I am deriving in this area:

3. (continued)

(3) My relationship to my work experience education sponsor
How I have performed in this area with supportive JSR incidents:

Personal satisfaction and fulfillment I am deriving in this area:

This post test will be scored as follows: #1 - 5 points; #2 - 9 points; #3 - 12 points. Total possible score on post-test: 26 points. If you can score 22 points or more, you have achieved the objectives of this LAP.

Take your post-test to the Coordinator for evaluation.

At this time, the Coordinator will refer you to appropriate I-DEAS.

POST TEST

Scoring Key

1. Score 1 point for each job fulfillment expectation listed. A maximum of five listings is allowed, so the total possible score is 5 points.

   Some sample answers:

   A job in an occupational field I am interested in
   A job which will prepare me for future jobs and careers
   A job in which I do what I am good at doing
   A job in which I use the skills I developed in school
   A job where I can express my feelings, ideas, talents, etc.
   A job which I consider useful
   A job where I serve mankind
   A job which I find challenging
   A job which I can be sure of keeping
   A job where I earn a decent wage
   A job where I have self-respect
   A job where I can achieve personal recognition
   A job which is socially acceptable
   A job where I can work independently
   A job in which I help other people
   A job which I find enjoyable

2. Score 3 points for each expectation-fulfillment appraisal. Student must explain whether or not expectation has been fulfilled and support stand with incident(s) from his Job Satisfaction Reports. Instructor must decide upon appropriateness of answer and whether it deserved full credit (3 points). Three (3) expectations must be appraised from the student's list in #1, so, at 3 points per appraisal, the total possible score on this question is 9 points.

3. Score 4 points for each appraisal, to be delegated as follows: 3 points for his explanation of "How I have performed in this area...." (must include a rating of his performance and incidents from his JSR's which support his rating); 1 point for his statement of what "Personal satisfaction and fulfillment I am deriving in this area." Instructor must decide upon appropriateness of answers and whether full credit (4points) can be assigned.

   Three areas of 4 points each must be appraised, giving a total possible score on this question of 12 points.

Scoring: #1 - 5 points; #2 - 9 points; #3 - 12 points.
Total possible score on post-test: 26 points.
Acceptable score: 22 points.

I-DEAS

1. Make a survey of your work experience education class to determine the amount of job satisfaction the students are deriving from their jobs. Develop an appropriate job satisfaction questionnaire, preferably with yes-no questions which can easily be statistically tabulated. Make up the questions yourself first, then check with the Coordinator for his advice and approval. Some sample questions:

	Yes	No
In general, do you find your job interesting?		
Are you paid an adequate wage?		
Do you get along with your fellow employees?		
Have you developed useful skills on the job?		

Tally the answers on each question, determining the total number of "Yes" and the total number of "No" answers for the question. Then, for each question, compute the percentage of "Yes" answers, using the following formula:

$$\frac{\text{Number of "Yes" answers to the question}}{\text{Total number of "Yes" and "No" answers to the question}} \times 100\% =$$

Percentage of "Yes" answers to the question

Make a report to the Coordinator including the questionnaire, number of students filling out questionnaires, and percentage of "Yes" answers to each question. (NOTE: Students should fill out the questionnaire anonymously.)

2. Interview at least five (5) students in your class in order to determine if there is a correlation or relationship between an individual's identification with his job and the amount of satisfaction he is deriving from the job. This can be done as follows.

Using a recorder to tape the interview, first ask the individual being interviewed to answer the question "Who are you?" The interviewee should be told to respond to this question with anything that comes into his head. After he answers the question, ask him, "In general, do you find your job satisfying and personally fulfilling?" He should answer and explain himself briefly. Obviously, it is important that the interviewee not know what the true purpose of the interview is. After you have taped the five interviews, play the tape back.

In each case, determine if the student mentions his job in answering the question "Who are you?" He might say something like: "I am Bobby Williams. I attend Washington High School and play in the school band. I also work for the Acme Hardware Company...." If he does motion his job in describing who he is, check his response to the next question to see if he finds his job satisfying and fulfilling. If he does, you have found a positive correlation between an individual's identification with his job and the

2. (continued)

amount of satisfaction he is deriving from the job. Analyze each interview in this way and determine how many of the five students interviewed show such positive correlations.

Submit a written report of your findings, in which you also derive some of your own conclusions and attempt to answer the question: "Why would a person who is dissatisfied with his job be less inclined to include his work in a list of characteristics of "who he is?"

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: General

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.4 Using your weekly Job Satisfaction Reports, appraise your job performance at regular intervals in terms of growth in personal fulfillment.

NOTE TO THE STUDENT

When you have completed this LAP, you will be able to use your weekly Job Satisfaction Reports to determine your growth in the area of personal fulfillment. You will be able to list those things that have happened to you as a result of your work experience which indicate growth in general work experience.

RATIONALE

One way of determining a worker's progress is by regular appraisal reports. The weekly Job Satisfaction Reports reflect what has occurred in the previous week. Looking back over a period of several weeks, the worker can use these reports to see how he has progressed. From this information, a worker can decide on how he can improve on the job in the future.

DIRECTIONS

You are required to maintain weekly reports of your activities on the job. In addition, you will complete three (3) learning activities.

LEARNING ACTIVITES AND RESOURCES

ACTIVITY 1. In order to determine if the work you are doing is meeting your personal needs for fulfillment, you need some base for comparison. List below what you expect to achieve as a result of your work experience. (You can get some ideas from your work experience manual or your textbook, or your Work Experience Education Coordinator.)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

The minimum performance level on this activity is five (5) expectations.

Which of the expectations listed have been attained as a result of your work experience?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

(If none, list "none".)

ACTIVITY 2. Given is a list of goals of work experience education programs conducted in California schools in Santa Barbara County. Read over the list and rank each item according to YOUR OWN expectations from the work experience education program. Put the ranking on the line next to each item. In case of tie rankings, list both items with the same ranking.

- -

1. To make wiser career choice
2. To learn what employment involves
3. To develop better understanding of the meaning of work
4. To make progress toward a chosen occupational field
5. To learn to assume greater responsibility
6. To gain knowledge and attitudes necessary for job success
7. To acquire better work habits
8. To learn how to get along with fellow workers and employers
9. To develop better personality and more poise
10. To earn more money
11. To make a better school adjustment and avoid becoming a drop-out
12. To develop more appreciation and understanding of the relationship between formal education and job success
13. To develop more appreciation of the value of wages
14. To explore the fields in which occupational interest lies and to determine suitability for those fields. (To see if I am well-suited for a particular type of work.)
15. To broaden understanding of the occupational world and of working conditions in the world of work
16. To improve my understanding of the community
17. To make the transition from school to work

(Check the results of this study on page 4.)

Results Of A Study Of Work Experience Education Programs In Santa Barbara County

Ranking by Students	Abbreviated survey item
13	1. Wiser choice
1	2. Employment involves
2.5	3. Better understanding
8.5	4. Chosen occupation
5.5	5. Greater responsibility
4	6. Gain knowledge
5.5	7. Better habits
2.5	8. Get along
12	9. Better personality
15	10. Financial resources
17	11. School adjustment
10.5	12. Education and job success
14	13. Value of wages
8.5	14. Suitability
7	15. Working conditions
16	16. Understanding of the community
10.5	17. Transition from school to work

These results represent the results of a survey of 146 work experience education students in Santa Barbara County.

ACTIVITY 3. From the list of goals in Activity #1, list your top five (5) choices:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

From the list of goals in Activity #2, list your top five (5) choices:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Using the items on this page, and your weekly Job Satisfaction Reports, appraise your job performance in terms of growth in personal fulfillment. In your own words, write a paragraph below appraising your growth since you started your work experience education program.

SUMMARY

After you have completed the activities in this LAP, you can appraise your job performance in terms of your goals. Look over your list of goals in Activity #1 and the survey list on page 3. Look back over your work experience so far and see if you have:

1. Met your original goals. ______________ (yes or no)

2. Found some new goals. ______________ (yes or no)

3. Achieved a degree of personal fulfillment. ______________ (yes or no)

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: GENERAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.5 Toward the end of the school year, obtain an evaluation from your Work Experience Education sponsor. Analyze the growth in your performance. Explain whether there has been comparable growth in your feelings of personal fulfillment.

NOTE TO THE STUDENT:

Near the end of the school year, you will look back on your Work Experience Education. Obtain an evaluation from your Work Experience Education sponsor. You will compare your progress at the end of the school year with the goals you had set for yourself. You will explain whether there has been growth in your feelings of personal fulfillment.

RATIONALE:

This LAP is designed to help you discover how effective your Work Experience Education has been for you during the past school year.

DIRECTIONS:

In this LAP you will complete four activities. They are related to your performance in your Work Experience Education program and your growth during the past year. You will list your goals for your Work Experience Education program; write an essay analyzing your performance; and evaluate your Work Experience Education sponsor's final report.

LEARNING ACTIVITIES AND RESOURCES

The activities in this LAP are concerned with your growth in performance in the Work Experience Education program. You are to complete each of the activities in this LAP.

ACTIVITY 1

In your own words, list at least five (5) goals of the Work Experience Education program. In other words, what do you think the program is designed to do?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

When you have completed this list, compare it with the list of goals contained in the Work Experience Education handbook which your school district uses. If you listed any goals which are not in the district Work Experience Education handbook, do you think they should be included in the WEE program? ______________________________

Explain why (if you wrote "yes"). ______________________________

____

____

____

ACTIVITY 2

Write a brief essay of four to six sentences analyzing your growth in performance in the Work Experience Education program during the past school year. Indicate where you grew the most and in what area(s) you did not grow as much as you had hoped.

Complete ACTIVITY 2 in the space provided at the bottom of this page.

ACTIVITY 3

Along with actual on-the-job performance, each student should experience some growth in his feelings of personal fulfillment. Think back over the past year and write a brief essay of four to six sentences explaining whether there has been comparable (to job performance) growth in your feelings of personal fulfillment.

Complete ACTIVITY 3 in the space provided in the balance of this page.

ACTIVITY 4

Your Work Experience Education sponsor is required to give you an evaluation report form near the end (or at the end) of your Work Experience Education program. Read the report carefully. Then read your essays to the previous two activities (ACTIVITY 2 and ACTIVITY 3). Answer the following questions based upon the evaluation and your own estimate of your growth in performance and feelings of personal fulfillment.

1. Did you achieve most of the goals you had in mind when you started the program? ____________ Yes/No

2. Do you feel that the evaluation of your performance was generally accurate? ____________ Yes/No

3. Do you feel that you had a fair chance to succeed in your work experience station? ____________ Yes/No

4. As a result of your experience, would you recommend the same work experience station to your friends? ____________ Yes/No

5. If you wrote "no" to #4, briefly explain why________________________

____

____

I-DEAS

Since you have completed (or nearly completed) a work experience program, you can contribute some ideas to help students who will be taking the same program next year. List the strong points of the work experience program which might influence some students to enroll in work experience.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

(If you want to list more, continue on the back of this sheet.)

List the weak points of the work experience program.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

(If you want to list more, continue on the back of this sheet.)

Would you recommend the Work Experience Education program to most of your friends? ______________
Yes or No

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: GENERAL

Program Goal: 2.2 Give evidence of having achieved personal fulfillment through productive work.

Performance Objective: 2.2.5 Toward the end of the school year, obtain an evaluation from your Work Experience Education sponsor. Analyze the growth in your performance. Explain whether there has been comparable growth in your feelings of personal fulfillment.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Use the performance evaluation report your sponsor has filled out on you in order to calculate your overall numerical performance rating; list your strengths, weaknesses, areas of improvement, and areas needing improvement; explain how your job performance has contributed to or taken away from personal fulfillment and satisfaction.
2. List at least two (2) values of a performance evaluation review to you, the Work Experience Education student, and at least two (2) values of such a review to your Work Experience Education sponsor.

RATIONALE

This LAP is designed to help you study the sponsor's review of your job performance in order to determine growth in your skills, abilities, etc., and comparable growth in your feelings of personal fulfillment. Also, this LAP will help you analyze your weaknesses and their effect on you.

DIRECTIONS

In this LAP you will rate yourself on a performance evaluation report; use this report to calculate an overall performance rating; analyze your strengths and areas of improvement on the job in order to determine growth in personal fulfillment; analyze your weaknesses and areas where you need improvement; and discuss the value of a performance evaluation report to both you, the W.E.E. student, and your W.E.E. sponsor.

PRE-TEST

INSTRUCTIONS:

The pre-test will measure to what degree you can already achieve the objectives of this LAP. Put your work in the space provided on the test.

1. On the next page you will find a PERFORMANCE EVALUATION REVIEW form. Have your sponsor evaluate your performance using this form. Based on your sponsor's evaluation of your job performance, do the following:

   (a) Calculate your overall numerical performance rating, taking your answer out to one digit past the decimal point. Note: U ratings are assigned 1 point; N ratings are assigned 2 points; and E ratings are assigned 3 points. Show all your work, clearly indicating what you are doing.

EXAMPLE:

$$\begin{array}{r|l} & 1.\textcircled{7} \\ \hline 22 & 38.0 \\ & \underline{22} \\ & \overline{16}\;0 \\ & \underline{15\;4} \end{array}$$

First Decimal Place Past Digit

   (b) List those traits or skills which are your strengths (E rated) and those which are your weaknesses (U rated).

Strengths:

Weaknesses:

(continued)

PERFORMANCE EVALUATION REVIEW

Student's Name ____

Job Description ____

Date Hired ____

Date of Evaluation ____

Sponsor's Name ____

INSTRUCTIONS TO SPONSOR:

Evaluate the performance of the student named above on his job, using the rating form below. For each trait or skill, check the rating box which best describes the way in which the student has performed on the job. The ratings are to be interpreted as follows: Unsatisfactory (U) - below the acceptable level of performance; Norm (N) - acceptable, not outstanding but not bad; and Excellent (E) - outstanding, above the norm.

	U	N	E
Punctuality			
Reliability			
Cooperation			
Judgement			
Adaptability			
Independence			
Creativity			
Thoroughness			
Attitude toward others			
Physical appearance			
Responsibility			
Enthusiasm			
Ability to communicate			
Ability to complete tasks under pressure			
Ability to understand instructions			
Ability to follow orders			
Ability to work with fellow-employees			
Ability to deal with customers			
Ability to work accurately			
Ability to work quickly			
Ability to organize work			
Knowledge of job			

____
(Sponsor's Signature)

PRE-TEST (continued)

1. (continued)

(c) Think back to when you started your job and list those traits or skills where you have shown improvement (areas of improvement). Also, list those traits or skills where you need improvement (areas needings improvement).

Areas of Improvement:

Areas Needing Improvement:

(d) From (b) and (c), select three (3) traits or skills considered strengths or areas of improvement. For each trait or skill selected, explain how your strong performance or improvement in this area has contributed to your personal satisfaction and fulfillment. You may use incidents on the job to highlight your explanation.

(1) Trait or Skill:

Comments:

(continued)

1. (Continued)

    (d) (Continued)

        (2) Trait or Skill:

            Comments:

        (3) Trait or Skill:

            Comments:

(continued)

1. (Continued)

   (e) From (b) and (c), select two (2) traits or skills considered weaknesses or areas needing improvement. For each trait or skill selected, explain how your weak performance in this area has prevented you from obtaining personal fulfillment and satisfaction. You may use incidents on the job to highlight your explanation. Also, tell how and why you plan to improve in these areas.

   (1) Trait or Skill:

   Comments:

   (2) Trait or Skill:

   Comments:

(continued)

PRE-TEST (continued)

2. Of what value is your PERFORMANCE EVALUATION REVIEW, both to you (whose performance was evaluated) and to your sponsor (who judged your performance)?

   List at least two (2) values of such a report to yourself and at least two (2) values to the sponsor.

VALUES OF YOUR PERFORMANCE EVALUATION REVIEW

For You (the Work Experience Education student):

(1)

(2)

For Your Work Experience Education Sponsor:

(1)

(2)

This pre-test will be scored as follows: #1 a - 5 points; #1 b - 2 points; #1 c - 2 points; #1 d - 9 points; #1 e - 6 points; #2 - 4 points.
Total possible score on pre-test: 28 points
Acceptable score: 24 points.

Take your test to the Coordinator for evaluation.

PRE-TEST

Scoring Key

1. (a) Counts number of U checks and multiplies that number by 1 to get total
Counts number of N checks and multiplies that number by 2 to get total
Counts number of E checks and multiplies that number by 3 to get total
Each of the above responses is worth 1 point.
Adds up above three totals to get a grand total (1 point)
Divides grand total by 22, the number of ratings, to get overall numerical performance rating, taking division out to one digit past the decimal place (1 point)

Scoring: Five operations at 1 point apiece gives total possible score of 5 points.

(b) Strengths: Student lists each skill or trait rated E (1 point)
Weaknesses: Student lists each skill or trait rated U (1 point)

Scoring: Total possible score is 2 points.

(c) Student lists area(s) of improvement (1 point)
Student lists area(s) needing improvement (1 point)

Scoring: Total possible score is 2 points.

(d) Student selects strength or area of improvement and explains how his strong performance in this area has contributed to his personal satisfaction and fulfillment, using incident(s) on the job to highlight his explanation.

Coordinator must decide upon appropriateness and completeness of answer to determine if full credit will be allowed (3 points).

Three such explanations are required for three different strengths or improvement areas. Three explanations at 3 points apiece gives a total possible score of 9 points.

(e) Student selects weakness or area needing improvement and explains how his weak performance in this area has prevented him from obtaining personal fulfillment and satisfaction, using incident(s) on the job to highlight his explanation.

Coordinator must decide upon appropriateness and completeness of answer to determine if full credit will be allowed (3 points).

Two such explanations are required for two different weaknesses or areas needing improvement. Two explanations at 3 points apiece gives a total possible score of 6 points.

(continued)

PRE-TEST Scoring Key (continued)

2. Student must list two values of a performance evaluation report to himself; 1 point is assigned for each value listed, so possible score is 2 point.

   Student must list two values of a performance evaluation report to sponsor; 1 point is assigned for each value listed, so possible score is 2 points.

   Total Possible Score is 4 points.

   Some sample answers for values of a PERFORMANCE EVALUATION REVIEW:

   For you, the Work Experience Education Student:

   (1) The student can get an idea of what the sponsor expects from him on the job.
   (2) The student can determine whether or not he is performing acceptably on the job.
   (3) The student can determine in what areas he needs to improve.
   (4) The student can determine in what areas he has performed well.

   For your Work Experience Education Sponsor:

   (1) The sponsor gets an opportunity to assess the performance of one of his workers.
   (2) The sponsor helps both himself and the employee by letting the employee know what is expected from him.
   (3) The sponsor can use the view to determine if the employee should be given a raise, promoted, etc.
   (4) The sponsor must be aware of his employees in order to fill out the review and in this way can be more sensitive to their needs.

Total Possible Scores on Pre-Test: #1 a - 5 points; #1 b - 2 points; #1 c - 2 points; #1 d - 9 points; #1 e - 6 points; #2 - 4 points.
TOTAL POSSIBLE SCORE ON PRE-TEST: 28 points.
Acceptable Score: 24 points.

LEARNING ACTIVITIES AND RESOURCES

The following activities are required:
ACTIVITY 1
ACTIVITY 2
ACTIVITY 3
ACTIVITY 4

After you have completed the above specified four (4) activities, hand them in to the Coordinator for checking. However, the Coordinator may wish to check your work on a more periodic basis, such as after each activity.

Begin ACTIVITY 1.

ACTIVITY 1

This activity is designed to enable you to evaluate your performance on your work experience job.

Evaluate your performance on the job, using the rating form below. For each trait or skill, put a check in what you consider the appropriate rating box, based on your performance on the job.

The ratings are to be interpreted as follows: Unsatisfactory - below what your work experience sponsor might consider acceptable; Norm - acceptable to work experience sponsor, not outstanding but not bad; Excellent - outstanding, above the norm.

PERFORMANCE EVALUATION REVIEW

Student's Name ______________________________

Job Description ______________________________

Date Hired ______________________________

Date of Evaluation ______________________________

Key:
U Unsatisfactory
N Norm
E Excellent

	U	N	E
Punctuality			
Reliability			
Cooperation			
Judgement			
Adaptability			
Independence			
Creativity			
Thoroughness			
Attitude toward others			
Physical appearance			
Responsibility			
Enthusiasm			
Ability to communicate			
Ability to complete tasks under pressure			
Ability to understand instruction			
Ability to follow orders			
Ability to work with fellow-employees			
Ability to deal with customers			
Ability to work accurately			
Ability to work quickly			
Ability to organize work			
Knowledge of job			

After you have completed your evaluation, have someone who knows you very well (and thus knows how you probably perform on your job) look at your ratings and make some comments. You might choose your best friend, your parents, etc., to help you here.

ACTIVITY 2

The purpose of this activity is to help you study the evaluation you made in ACTIVITY 1 in order to assess your job performance.

In this activity, you will study your PERFORMANCE EVALUATION REVIEW in ACTIVITY 1 in order to: determine and appraise your overall performance rating; list your strengths and weaknesses; and determine what areas you have improved in and what areas you need to improve in.

Determination of Overall Performance Rating:

An Unsatisfactory (U) rating will be assigned 1 point; a Norm (N) rating will be assigned 2 points; and an Excellent (E) rating will be assigned 3 points. You will calculate your overall numerical rating, using the space provided below.

(1) Count up the number of checks you had in the U column and multiply that number by 1 to get a Total.

Total ______

(2) Count up the number of checks you had in the N column and multiply that number by 2 to get a Total.

Total ______

(3) Count up the number of checks you had in the E column and multiply that number by 3 to get a Total.

Total ______

(4) Add up the Totals from (1), (2), and (3) and get a Grand Total.

Grand Total ______

(5) Divide the Grand Total in (4) by 22, the number of ratings you made. Carry your answer out to one digit past the decimal point. This calculation will give you your Overall Numerical Performance Rating.

Overall Numerical Performance Rating ______

Appraisal of Overall Performance Rating:

Consider your overall numerical performance rating which you just calculated. A rating of below 2.0 is unsatisfactory; a rating of 2.0 is acceptable; a rating of below 2.0 but below 2.2 can be considered above average; a rating of above 2.2 but below 2.5 can be considered good; and a rating of 2.5 or better can be considered indicative of superior performance on the job. Using this scale, state where you rate, whether you are satisfied with this rating, and what you plan to do to increase this satisfaction. (Answer briefly in the space provided at the top of the next page.)

ACTIVITY 2 (continued)

Listing of Performance Strengths and Weaknesses:

List those traits or skills which you consider to be your strengths (E rated) and those you consider to be your weaknesses (U rated). Use the space provided below.

Strengths:

Weaknesses:

Determination of Areas of Improvement and Areas Needing Improvement:

Think back to when you started your job and list those traits or skills where you have shown improvement (areas of improvement). Also, list those traits or skills where you need improvement (areas needing improvement). To make these listings, refer back to the ratings you made of traits and skills. Use the space provided below.

Areas of Improvement:

Areas Needing Improvement:

When you have completed this activity, show it to your parents and have them look it over to check your calculations, make comments, etc.

ACTIVITY 3

This activity is designed to enable you to assess your job performance in terms of growth in feelings of personal fulfillment.

Refer back to ACTIVITY 2 and select at least three (3) traits or skills you consider strengths or areas of improvement. For each trait or skill, explain how your strong performance or improvement in this area has contributed to your personal satisfaction and fulfillment. You may use incidents on the job to highlight your explanation. (A brief example: Trait or skill - Ability to complete tasks under pressure. When I first started the job as a counterman in a restaurant, I was very nervous and couldn't handle all the customer's orders. This was very irritating to me and to them. Now, however, I have a very smooth operation. I have confidence in my skills and don't get flustered when we are crowded. I feel a sense of achievement and take pride in the fact that I can handle such a situation.) Use the space provided below for your work.

The Contribution of My Strengths or Areas of Improvement to My Personal Fulfillment:

(1) Trait or skill:

Comments:

(2) Trait or skill:

Comments:

(3) Trait or skill:

Comments:

(continued)

ACTIVITY 3 (continued)

Refer back to ACTIVITY 2 and select at least two (2) traits or skills you consider weaknesses or areas needing improvement. For each trait or skill selected, explain how your weak performance in this area has prevented you from obtaining personal fulfillment and satisfaction. You may use incidents on the job to highlight your explanation. Also, tell how and why you plan to improve in this area.

A brief example: Trait or Skill: Ability to work with fellow-employees. Comments: I am a cook in a coffee house and I have had disagreements with a waitress and another cook. Hard feelings are still present and I naturally do not envy working shifts with either or both of them. This situation, naturally, has brought me a sense of deep dissatisfaction with my job and has lowered my performance on it. I must therefore "mend some fences" in order to restore workable relations with the waitress and cook in question, even if I lose face in the process. In the long run, this will lead to greater personal gain and satisfaction.

The Effect of My Weaknesses and Areas Needing Improvement on My Personal Fulfillment and Some Plans for Improvement:

(1) Trait or Skill:

Comments:

(2) Trait or Skill:

Comments:

After you have completed this activity, have a classmate read over your work and make some comments.

ACTIVITY 4

This activity is designed to help you realize the value of a performance evaluation review.

Your Work Experience Education sponsor will be filling out a form similar to the PERFORMANCE EVALUATION REVIEW you filled out on yourself. His evaluation of your performance on the job will be studied by both you and him. Of what value is such an evaluation both to you and him?

Form a work group with at least two (2) other students and attempt to answer this question. You should be able to list at least two (2) values of an evaluation report for each of you. After your work group has met, each student should fill out the form provided below.

VALUES OF A PERFORMANCE EVALUATION REVIEW

For the Work Experience Education Student:

(1)

(2)

For the Work Experience Education Sponsor:

(1)

(2)

When you have completed this activity, check your work with that of a friend from another group. Then, check your work with the key provided by the Coordinator.

ACTIVITY 4

Scoring Key

SOME VALUES OF A PERFORMANCE EVALUATION REVIEW

For the Work Experience Education Student:

(1) The student can get an idea of what the sponsor expects from him on the job.

(2) The student can determine whether or not he is performing acceptably on the job.

(3) The student can determine in what areas he needs to improve.

(4) The student can determine in what areas he has performed well.

For the Work Experience Education Sponsor:

(1) The sponsor gets an opportunity to assess the performance of one of his workers.

(2) The sponsor helps both himself and the employee by letting the employee know what is expected from him.

(3) The sponsor can use the review to determine if the employee should be given a raise, promoted, etc.

(4) The sponsor must be aware of his employees in order to fill out the review and in this way can be more sensitive to their needs.

POST TEST

INSTRUCTIONS:

The post test will measure to what degree you can already achieve the objectives of this LAP. Put your work in the space provided on the test.

1. Refer to the PERFORMANCE EVALUATION REVIEW form on which your Work Experience Education sponsor evaluated your performance on the job. Based on your sponsor's evaluation of your job performance, do the following:

   (a) Calculate your overall numerical performance rating, taking your answer out to one digit past the decimal point. Note: U ratings are assigned 1 point; N ratings are assigned 2 points; and E ratings are assigned 3 points. Show all your work, clearly indicating what you are doing.

   (b) List those traits or skills which are your strengths (E rated) and those which are your weaknesses (U rated).

   Strengths:

   Weaknesses:

(continued)

POST TEST (continued)

1. (continued)

(c) Think back to when you started your job and list those traits or skills where you have shown improvement (areas of improvement). Also, list those traits or skills where you need improvement (areas needing improvement).

Areas of Improvement:

Areas Needing Improvement:

(d) From (b) and (c), select three (3) traits or skills considered strengths or areas of improvement. For each trait or skill selected, explain how your strong performance or improvement in this area has contributed to your personal satisfaction and fulfillment. You may use incidents on the job to highlight your explanation.

(1) Trait or Skill:

Comments:

(continued)

POST TEST (continued)

1. (d) (Continued)

(2) Trait or Skill:

Comments:

(3) Trait or Skill:

Comments:

(continued)

1. (continued)

(e) From (b) and (c), select two (2) traits or skills considered weaknesses or areas needing improvement. For each trait or skill selected, explain how your weak performance in this area has prevented you from obtaining personal fulfillment and satisfaction. You may use incidents on the job to highlight your explanation. Also, tell how and why you plan to improve in these areas.

(1) Trait or Skill:

Comments:

(2) Trait or Skill:

Comments:

(continued)

POST TEST (continued)

2. Of what value is your PERFORMANCE EVALUATION REVIEW, both to you (whose performance was evaluated) and to your sponsor (who judged your performance)?

   List at least two (2) values of such a report to you and at least two (2) values to the sponsor.

VALUES OF YOUR PERFORMANCE EVALUATION REVIEW

For You, the Work Experience Education Student:

(1)

(2)

For Your Work Experience Education Sponsor:

(1)

(2)

This post test will be scored as follows: #1 a - 5 points; #1 b - 2 points; #1 c - 2 points; #1 d - 9 points; #1 e - 6 points; #2 - 4 points.

Total possible score on post test: 28 points.
Acceptable score: 24 points.

Take your test to the Coordinator for evaluation. At this time, the Coordinator will refer you to appropriate I-DEAS.

POST TEST

Scoring Key

1. (a) Counts number of U checks and multiplies that number by 1 to get total.(1 point)
Counts number of N checks and multiplies that number by 2 to get total.(1 point)
Counts number of E checks and multiplies that number by 3 to get total.(1 point)
Adds up above three totals to get a grand total. (1 point)
Divides grand total by 22, the number of ratings, to get overall numerical performance rating, taking division out to one digit past the decimal place. (1 point)

Scoring: Five operations at 1 point apiece gives total possible score of 5 points.

(b) Strengths: Student lists each skill or trait rated E (1 point)
Weaknesses: Student lists each skill or trait rated U (1 point)

Scoring: Total possible score 2 points.

(c) Student lists area(s) of improvement. (1 point)
Student lists area(s) needing improvement (1 point)

Scoring: Total possible score 2 points.

(d) Student selects strength or area of improvement and explains how his strong performance in this area has contributed to his personal satisfaction and fulfillment, using incident(s) on the job to highlight his explanation.

Coordinator must decide upon appropriateness and completeness of answer to determine if full credit will be allowed. (3 points)

Three such explanations are required for three different strengths or improvement areas. Three explanations at 3 points apiece gives a total possible score of 9 points.

(e) Student selects weakness or area needing improvement and explains how his weak performance in this area has prevented him from obtaining personal fulfillment and satisfaction, using incident(s) on the job to highlight his explanation.

Coordinator must decide upon appropriateness and completeness of answer to determine if full credit will be allowed. (3 points)

Two such explanations are required for two different weaknesses or areas needing improvement. Two explanations at 3 points apiece gives a total possible score of 6 points.

(continued)

2. Student must list two values of a performance evaluation report to himself; 1 point is assigned for each value listed, so possible score is 2 points.

Student must list two values of a performance evaluation report to sponsor; 1 point is assigned for each value listed, so possible score is 2 points.

Total possible score is 4 points.

SOME SAMPLE ANSWERS FOR VALUES OF A PERFORMANCE EVALUATION REVIEW

For You, the Work Experience Education Student:

(1) The student can get an idea of what the sponsor expects from him on the job.

(2) The student can determine whether or not he is performing acceptably on the job.

(3) The student can determine in what areas he needs to improve.

(4) The student can determine in what areas he has performed well.

For Your Work Experience Education Sponsor:

(1) The sponsor gets an opportunity to assess the performance of one of his workers.

(2) The sponsor helps both himself and the employee by letting the employee know what is expected from him.

(3) The sponsor can use the review to determine if the employee should be given a raise, promoted, etc.

(4) The sponsor must be aware of his employees in order to fill out the review and in this way can be more sensitive to their needs.

Total possible score on post-test: #1 a - 5 points; #1 b - 2 points; #1 c - 2 points; #1 d - 9 points; #1 e - 6 points; #2 - 4 points.

Total possible score on post-test: 28 points.
Acceptable score: 24 points.

I-DEAS

1. Interview the students in your Work Experience Education class in order to determine if there is a correlation or relationship between workers' job performance ratings and the extent to which they are personally involved in their work.

First, explain to the class that they will not be penalized for their interview responses, so they should answer the interview questions honestly. Pose the following question to the class: "If a problem comes up in your job and it has not been resolved by the time you go home, what are the chances that you will find yourself thinking about the problem after you leave work?" The students are to select one of the following responses as indicative of their true feelings about the matter:

A. I am almost sure to think about it after work.
B. There's a pretty good chance I'll think about it.
C. I probably won't think about it.
D. I'm almost sure I wouldn't think about it.

Have the student write the response he selected on a piece of paper, identifying it by letter (A,B,C,or D) only. Then, on the same piece of paper, ask the student to write down his overall numerical performance rating on the PERFORMANCE EVALUATION REVIEW filled out by his sponsor. Collect the papers from the students.

Evaluate the results as follows: Make two separate piles of student papers, one for students who had overall numerical performance ratings of less than 2.0 and one for students who had overall numerical performance ratings of 2.2 or more. For the less than 2.0 pile, count up the total number of papers in the pile and the number of times either C or D was selected. Make the following calculation, which will give a percentage correlation between poor job performance ratings and little personal job involvement:

$$\frac{\text{Number of times either C or D selected by the less than 2.0 students}}{\text{Number of papers in the less than 2.0 pile}} \times 100\%$$

For the 2.2 or more pile, count up the total number of papers in the pile and the number of times either A or B was selected. Make the following calculation, which will give a percentage correlation between good job performance ratings and high personal job involvement:

$$\frac{\text{Number of times either A or B selected by the 2.2 or more students}}{\text{Number of papers in the 2.2 or more pile}} \times 100\%$$

(continued)

I-DEAS (continued)

1. (continued)

Comment on the relationships indicated by your results between job performance ratings and personal involvement with the job. Compare your results with those of another study along these lines: Vroom, Victor, "Ego-Involvement, Job Satisfaction, and Job Performance," Personnel Psychology, 15 (1962): 159 - 177. You will have to go to a large library to obtain this study. Present your results and the results of Vroom's study to the class in a short talk.

2. Form a work group with at least two (2) other students and prepare a bulletin board on "What Can Be Learned From Your Work Experience Job."

Illustrate at least five (5) types of skills, attitudes, behaviors, etc., which can be learned on the work experience job. Use photographs taken by the group or drawings made by the group. Design the project in a light, even humorous, vein, as far as illustrations and captions are concerned. Underneath each illustration, write a brief explanation of the importance of the skill, behavior, etc. being illustrated, in a serious vein.

Some examples are given below.

Skill - How to "handle" the sponsor.
Photograph shows a work experience education student opening the door for his sponsor and, at the same time, lighting his sponsor's cigar. The written explanation, which should be serious, reads: "The student employee must learn to get along with his sponsor, if he is to experience job success...."

Skill - Developing "punctuality."
Photograph shows student employee checking in for work at 2:15. His sponsor is shown looking at his watch and making the comment, "You're early, Figby. You're usually 20 minutes late, not 15." The written explanation reads: "If punctuality is not practiced, the student will soon find himself unemployed."

LAP Prepared By: Tony Thele

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #___________

Type of Work Experience Education: GENERAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective: 2.3.1 Maintain a journal with daily entries in which you describe your activities at your career station. After one week at the career station, re-examine your journal and list those skills which you have acquired during this time. Identify those skills which are most difficult, those which are easy, those which are most enjoyable, and those which are least enjoyable. Summarize how you plan to improve these skills which are most difficult to acquire. Develop a plan to increase your tolerance for working with those tasks that are least enjoyable.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Keep a daily journal for one week in which you will describe your activities at your career station.
2. Examine this journal and list the skills you have acquired or tasks you have performed.
3. Identify a skill which is most difficult, a skill which is least difficult, a skill which is enjoyable, and a skill which in unenjoyable. In each case, give a reason for your choice.
4. Use the six-step problem solving approach to provide possible means of improving at a skill you find difficult to acquire.
5. Develop a plan to increase your tolerance for working at a task you find unpleasant or unenjoyable.

RATIONALE

This LAP is designed to show you how to keep a journal and how to face problems on the job dealing with difficult or unpleasant tasks you must perform.

DIRECTIONS

You are required to complete all of the activities contained in this LAP. When this LAP is completed, return it to your work experience education coordinator. Before you begin this LAP you will maintain a journal with daily entries in which you describe your activities at your career station for one week, as per instructions from your work experience education coordinator on how to maintain such a journal.

DIRECTIONS (Continued)

In this LAP you will be given the six steps to problem solving. You will then be asked to use this six-step problem solving approach to solve one of your personal problems. You will also be asked to develop a plan for dealing with an unpleansant task that you have experienced at your work station.

NOTE: You will be required to use this LAP in order to complete LAP 2.3.2.

PRE-TEST

There is no pre-test for this LAP.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1

Using Form #1 on page 6, keep a journal of your activities performed by you at your career station. Include new skills which you have acquired or tasks you have performed which may be new to your assignment at your career station.

ACTIVITY #2

Examine your journal and identify any two of the following:

1. One skill/task which was/is most difficult to perform.
2. One skill/task which was/is easy to perform.
3. One skill/task which was/is most enjoyable.
4. One skill/task which was/is least enjoyable.

Use Form #2 on page 7 to complete this activity.

ACTIVITY #3

The six steps which are given are referred to as a scientific approach to problem solving.

1. State your problem clearly. (What is it you want to do?)
2. List the obstacles which stand in the way of your solving this problem. (What difficulties seem to be in my way?)
3. List the assets in your favor that will help you in solving this problem. (What advantages have I to work with?)
4. List possible solutions, putting down all the possiblities you can think of, even if some of them don't seem sensible at the moment. (What can I do to get what I want?)
5. Try to figure out what the results of each solution you proposed would be. (If I do this, what may be the results?)
6. Choose the solutions that seem best to you and put them into action.

Using this six step approach, select from your journal a skill which you are finding difficult to master. Use Form #3 on page 8 to complete this activity.

ACTIVITY #4

Examine your journal and select a task you are required to perform which you find unpleasant or unenjoyable. Develop a plan which you feel you might use to reduce the unpleasantness of the task or to make it more enjoyable.

TASK:____

____

____

____

MY PLANS: ____

____

____

____

____

FORM 1
(Use with Activity #1)

Journal of on the job activities performed during the week of
__________ to __________.
month, day month, day

Date	Description of Activities and Tasks Performed	Special Skills Learned
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

FORM 2
(Use with Activity #2)

1. The skill/task which I found most difficult to perform:

____

____

Reason: _______________________________________

____

2. The skill/task which I found to be easy to perform:

____

____

Reason: _______________________________________

____

3. The skill/task which I found to be most enjoyable to perform:

____

____

Reason: _______________________________________

____

4. The skill/task which was the least enjoyable for me to perform:

____

____

Reason: _______________________________________

____

FORM 3
(Use with Activity #3)

The six step method of problem solving:

1. State your problem clearly: ______________________________

   ____

   ____

2. List the obstacles which stand in the way of your solving this problem: ______________________________

   ____

   ____

3. List the assets in your favor that will help you in solving this problem: ______________________________

   ____

   ____

4. List possible solutions, putting down all the possiblities you can think of, even if some of them don't seem sensible at the moment.

   ____

   ____

   ____

5. Try to figure out what the results of each solution you proposed would be: ______________________________

   ____

   ____

6. Choose the solutions that seem best to you and put them into action: ______________________________

   ____

   ____

POST TEST

There is no post test for this LAP.

I-DEAS

Form a work group with two other members of the class. Devise a problem-situation the typical work experience student might face at his career station. Act out the problem for the class, with one of the members of the work group serving as a narrator. Have the class offer suggestions on how to deal with the situation. The work group should evaluate such suggestions and pose its own solutions to the problem.

LAP Prepared By: Tony Thele

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: GENERAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective: 2.3.2 Using the journal you developed for Performance Objective 2.3.1, list and describe the duties and responsibilities which are required in your career station assignment. List two (2) or more which you find least difficult to fulfill and two (2) or more you find most difficult to fulfill. From your work experience education sponsor, obtain a completed Employee Rating Scale on your performance. Compare your rating of your performance with your sponsor's rating of your work. Discuss these two evaluations with your work experience education coordinator.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List and describe several duties our responsibilities which are required in your career station assignment.
2. Select from the above list two duties and/or responsibilities you find least difficult to fulfill and in each case give a reason for your lack of difficulty.
3. Select from the above list two duties and/or responsibilities you find most difficult to fulfill and in each case give a reason for your difficulty.
4. Compare the ratings your work experience education sponsor gave you on the Employee Rating Scale he filled out on your performance on your career station assigment with the ratings you gave yourself on the Employee Self-Rating Scale. From this comparison you will be able to recognize your strong points.

RATIONALE

This LAP is designed to help you analyze your career station duties and/or responsibilities and the ratings you receive on the Employee Rating Scale and the Employee Self-Rating Scale.

DIRECTIONS

In this LAP you will list and describe several duties and/or responsibilities that are required at your career station. You will be able to recognize duties and/or responsibilities which are most difficult as well as those which seem easy to perform.

DIRECTIONS (Continued)

You will be asked to have your employer complete an employee evaluation of your on the job performance and you will use an Employee Self-Rating Scale to rate yourself. From these two instruments, the Employee Rating Scale and the Employee Self-Rating Scale, you will be able to realize your strong points as well as your weaknesses.

NOTES TO THE INSTRUCTOR:

Before the student takes this LAP his work experience education sponsor should fill out the Employee Rating Scale in which he evaluates the student's performance in his career station assignment and the student should evaluate his own performance by filling out the Employee Self-Rating Scale. These two forms with instructions on how to fill them out are provided in this LAP.

PRE-TEST

There is no pre-test for this LAP.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1

From the journal which you developed in LAP 2.3.1, list and describe several of your duties and/or responsibilities which are required of you at your career station. Use Form #1 on page 9 to complete this activity.

ACTIVITY #2

From your list which you developed in Activity #1, select two duties and/or responsibilities you find *least* difficult to perform and in each case, give reasons for your lack of difficulty. Use Form #2 on page 10 to complete this activity.

ACTIVITY #3

From your list which you developed in Activity #1, select two duties and/or responsibilities you find *most* difficult to perform and in each case, give reasons for your difficulty. Use Form #3 on page 11 to complete this activity.

ACTIVITY #4

(*Employee Rating Scale* and *Employee Self-Rating Scale* should follow this Activity.) For this activity you will need to compare the *Employee Rating Scale* (form which was completed by your work experience education sponsor) with the *Employee Self-Rating Scale* (form which you filled out on your performance.)

Part A

From the *Employee Rating Scale*, list the categories where you were rated very strong (received a 5) and moderately strong (received a 4). Also, from the *Employee Self-Rating Scale*, list the categories where you rated yourself to be very strong and moderately strong. Use Form #4 on page 12 to complete this activity.

Part B

From the *Employee Rating Scale*, list the categories where you were rated very weak (received a 1) and moderately weak (received a 2). Also, from the *Employee Self-Rating Scale*, list the categories where you rated yourself very weak and moderately weak. Use Form #5 on page 13 to complete this activity.

EMPLOYEE RATING SCALE (ERS)

Name of Employee ______________________ I.D.# ______________

Sex ___ School ______________________ Job Title ______________

Job Duties ______________________ Number of months employed ___

Name of Rater ______________________ Firm ______________

Date of Rating ______________________

This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

TALL	5	4	3	2	1	SHORT
	Very Tall	Moderately Tall	Average	Moderately Short	Very Short	

EXAMPLE: Grocery Clerk

Tall	[✓ 5]	4	3	2	1	Short
Quick	5	4	3	[✓ 2]	1	Slow
Happy	5	4	3	2	1	Sad

In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. If he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers between the two adjectives represent varying degrees of whatever trait we are measuring. On the next adjective pair, number 2 is circled to indicate he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number between them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled -- right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL SOMEWHERE IN BETWEEN.

On the next page you will find a number of these adjectives and other traits which relate to employees. Keep in mind the employee. Be sure to place a circle around the number best describing him or her on each trait. Do not think too long about these ratings. Put down your first impression. Be sure to complete each item.

EMPLOYEE RATING SCALE (ERS)

Be sure to complete every item. Circle one number only for each item on the scale.

CHARACTERISTICS:

1.	Considerate	5	4	3	2	1	Inconsiderate
2.	Efficient	5	4	3	2	1	Inefficient
3.	Does good quality work	5	4	3	2	1	Does poor quality work
4.	Sociable	5	4	3	2	1	Unsociable
5.	Works well under pressure	5	4	3	2	1	Works poorly under pressure
6.	Organized	5	4	3	2	1	Unorganized
7.	Cooperative	5	4	3	2	1	Uncooperative
8.	Reliable	5	4	3	2	1	Unreliable
9.	Shows good judgment	5	4	3	2	1	Shows poor judgment
10.	Relaxed	5	4	3	2	1	Tense
11.	Thorough	5	4	3	2	1	Slip-shod
12.	Completes assignments	5	4	3	2	1	Doesn't complete assignments
13.	Communicative	5	4	3	2	1	Quiet
14.	Accurate	5	4	3	2	1	Inaccurate
15.	Is regular in attendance	5	4	3	2	1	Is absent frequently
16.	Accommodating	5	4	3	2	1	Demanding
17.	Responsible	5	4	3	2	1	Irresponsible
18.	Catches on quickly	5	4	3	2	1	Doesn't catch on quickly
19.	Obliging	5	4	3	2	1	Obstructive
20.	Neat	5	4	3	2	1	Sloppy
21.	Communicates well in writing	5	4	3	2	1	Communicates poorly in writing
22.	Outgoing	5	4	3	2	1	Withdrawn
23.	Dependable	5	4	3	2	1	Undependable
24.	Is punctual	5	4	3	2	1	Is late often
OVERALL EFFECTIVENESS OF EMPLOYEE:							
25.	Excellent	5	4	3	2	1	Poor

EMPLOYEE SELF-RATING SCALE (ESRS)

Name of Employee ______________________ I.D.# ______________

Sex ____ School ______________________ Job Title ______________

Job Duties ______________________ Number of months on present job ____

Company or Employer for whom you work ______________________

Date of Rating ______________

This scale is constructed to allow you to make some important decisions about the personal traits and skills of yourself as an employee. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

TALL	5	4	3	2	1	SHORT
	Very Tall	Moderately Tall	Average	Moderately Short	Very Short	

EXAMPLE: Grocery Clerk

Tall	[✓ 5]	4	3	2	1	Short
Quick	5	4	3	[✓ 2]	1	Slow
Happy	5	4	3	2	1	Sad

In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. If he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers between the two adjectives represent varying degrees of whatever trait we are measuring. On the next adjective pair, number 2 is circled to indicate he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number between them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled -- right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL SOMEWHERE IN BETWEEN.

On the next page you will find a number of these adjectives and other traits which relate to employees. Keep yourself in mind. Be sure to place a circle around the number best describing you on each trait. Do not think too long about these ratings. Put down your first impression. Be sure to complete each item.

EMPLOYEE SELF-RATING SCALE (ESRS)

Be sure to complete every item. Circle one number only for each item on the scale.

		CHARACTERISTICS:	
1.	Considerate	5 4 3 2 1	Inconsiderate
2.	Efficient	5 4 3 2 1	Inefficient
3.	Does good quality work	5 4 3 2 1	Does poor quality work
4.	Sociable	5 4 3 2 1	Unsociable
5.	Works well under pressure	5 4 3 2 1	Works poorly under pressure
6.	Organized	5 4 3 2 1	Unorganized
7.	Cooperative	5 4 3 2 1	Uncooperative
8.	Reliable	5 4 3 2 1	Unreliable
9.	Shows good judgment	5 4 3 2 1	Shows poor judgment
10.	Relaxed	5 4 3 2 1	Tense
11.	Thorough	5 4 3 2 1	Slip-shod
12.	Completes assignments	5 4 3 2 1	Doesn't complete assignments
13.	Communicative	5 4 3 2 1	Quiet
14.	Accurate	5 4 3 2 1	Inaccurate
15.	Is regular in attendance	5 4 3 2 1	Is absent frequently
16.	Accommodating	5 4 3 2 1	Demanding
17.	Responsible	5 4 3 2 1	Irresponsible
18.	Catches on quickly	5 4 3 2 1	Doesn't catch on quickly
19.	Obliging	5 4 3 2 1	Obstructive
20.	Neat	5 4 3 2 1	Sloppy
21.	Communicates well in writing	5 4 3 2 1	Communicates poorly in writing
22.	Outgoing	5 4 3 2 1	Withdrawn
23.	Dependable	5 4 3 2 1	Undependable
24.	Is punctual	5 4 3 2 1	Is late often
OVERALL EFFECTIVENESS OF EMPLOYEE:			
25.	Excellent	5 4 3 2 1	Poor

FORM 1
(Use with Activity #1)

1. Duty and/or responsibility: ______________________________

____

____

2. Duty and/or responsibility: ______________________________

____

____

3. Duty and/or responsibility: ______________________________

____

____

4. Duty and/or responsibility: ______________________________

____

____

5. Duty and/or responsibility: ______________________________

____

____

6. Duty and/or responsibility: ______________________________

____

____

7. Duty and/or responsibility: ______________________________

____

____

8. Duty and/or responsibility: ______________________________

____

____

FORM 2
(Use with Activity #2)

1. Duty and/or responsibility: ______________________

Reason for lack of difficulty in fulfilling this duty and/or responsibility: ______________________

2. Duty and/or responsibility: ______________________

Reason for lack of difficulty in fulfilling this duty and/or responsibility: ______________________

FORM 3
(Use with Activity #3)

1. Duty and/or responsibility: ______________________________

____

____

Reason for difficulty in fulfilling this duty and/or responsibility:

____

____

____

____

____

____

____

2. Duty and/or responsibility: ______________________________

____

____

Reason for difficulty in fulfilling this duty and/or responsibility:

____

____

____

____

____

____

____

FORM 4
(Use with Activity #4)

From the Employee Rating Scale, list the categories where you were rated very strong (received a 5) and moderately strong (received a 4). Also, from the Employee Self-Rating Scale, list the categories where you were rated very strong and moderately strong.

ERS	ESRS
Very strong categories	Very strong categories
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
Moderately strong categories	Moderately strong categories
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

FORM 5
(Use with Activity #4)

From the Employee Rating Scale, list the categories where you were rated very weak (received a 1) and moderately weak (received a 2). Also, from the Employee Self-Rating Scale list the categories where you were rated very weak and moderately weak.

ERS	ESRS
Very weak categories	Very weak categories
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
Moderately weak categories	Moderately weak categories
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

POST TEST

There is no post test for this LAP.

LAP Prepared By: Burnett Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________________

Type of Work Experience Education: GENERAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective: 2.3.2 Using the journal you developed for Performance Objective 2.3.1, list and describe the duties and responsibilities which are required in your career station assignment. List two (2) or more which you find least difficult to fulfill and two (2) or more you find most difficult to fulfill.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List and describe the duties and responsiblities which are required in your career station assignment.
2. Discuss with your sponsor and/or work experience coordinator which duties and responsibilities of your career station assignment are least and most difficult for you to fulfill.

RATIONALE

This LAP is designed to help you describe and to understand your duties and responsibilities at your career station and to determine which duties and responsibilities are easiest for you to perform and which are most difficult.

DIRECTIONS

This LAP is to be completed by all students enrolled in the General Work Experience Education Program. In this LAP you will use your daily journal to describe your duties and responsibilities of the career station. You will also list a minimum of two (2) duties and responsibilities which are easiest for you to perform and a minimum of two (2) duties and responsibilities which are most difficult for you to perform.

PRE-TEST

Instructions: There is no pre-test for this LAP.

LEARNING ACTIVITIES AND RESOURCES

Instructions: You are to complete all six activities of this LAP and give them to your work experience education coordinator when they are complete. Your work experience education coordinator will determine the minimal level of acceptable performance.

ACTIVITY #1 Using Form A on page 4, write a definition of a duty of your career station.

ACTIVITY #2 Using Form A on page 4, write a definition of a responsibility of your career station.

ACTIVITY #3 List and describe the duties which are required in your career station assignment. Use Form B on page 5 for this activity.

ACTIVITY #4 List and describe the responsibilities which are required in your career station assignment. Use Form C on page 6 for this activity.

ACTIVITY #5 Select the two duties and two responsibilities from Activities 3 and 4 which are easiest for you to perform. List these on Form D on page 7.*

ACTIVITY #6 Select the two duties and two responsibilities from Activities 3 and 4 which are most difficult for you to perform. List these on Form D on page 7. *

* When completed, Activities 5 and 6 should be discussed with your sponsor prior to turning the LAP into your work experience education coordinator.

FORM A

(To be used with Activities #1 & 2)

Duty:____

Responsibility:________________________________

FORM B
(To be used with Activity #3)

Duty #1 ______________________________

____

____

____

Duty #2 ______________________________

____

____

____

Duty #3 ______________________________

____

____

____

Duty #4 ______________________________

____

____

____

Duty #5 ______________________________

____

____

____

(You are not required to list five duties nor are you limited to listing only five duties.)

FORM C
(To be used with Activity #4)

Responsibility #1 ______________________________

____

____

____

Responsibility #2 ______________________________

____

____

____

Responsibility #3 ______________________________

____

____

____

Responsibility #4 ______________________________

____

____

____

Responsibility #5 ______________________________

____

____

____

(You are not required to list five responsibilities nor are you limited in the number of responsibilities you may list.)

FORM D
(To be used with Activities #5 & 6)

Easiest to Perform

Duties: 1. ______________________________

____

2. ______________________________

____

Responsibilities: 1. ______________________________

____

2. ______________________________

____

Most Difficult to Perform

Duties: 1. ______________________________

____

2. ______________________________

____

Responsibilities: 1. ______________________________

____

2. ______________________________

____

POST TEST

Instructions: There is no post test required for this LAP.

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: GENERAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective: 2.3.3 Based on your findings for Performance Objectives 2.3.1 and 2.3.2, determine the relationship between the tasks you enjoyed most and the difficulty you encountered in performing these: and the tasks you enjoyed least and the difficulty you encountered in performing those tasks. Indicate your plans for using your knowledge of these relationships to develop a mature view of productive work.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List activities or tasks which you encountered little difficulty in performing and express your enjoyment or dislike of these activities.
2. List activities or tasks which you encountered difficulty in performing and express your enjoyment or dislike of these activities.
3. Determine the relationships between the difficulty you encountered in performing tasks at your career station and the enjoyment derived from the performance of these tasks.
4. Express a mature view of work and productive work based on a study of relationships you analyzed in #3 above.

RATIONALE

This LAP is designed to help you study the relationships between the level of difficulty and the degree of enjoyment in the performance of career station tasks. A knowledge of these relationships will assist you in developing a mature view of productive work.

DIRECTIONS

In this LAP you will list activities that you do well and state your enjoyment or dislike of these activities; do the same for activities you do not do well; learn a numerical method for determining the relationships between the difficulty you encountered in performing the listed activities and the enjoyment derived from the performance of these activities; and use these relationships to comment on differing views of productive work.

PRE-TEST

INSTRUCTIONS: This test will measure to what degree you can achieve the objectives of this LAP. Put your work in the space provided below.

Student's Name: ______________________________

1. Based on your daily career station journal and your analyses of your career station skills, duties, and responsibilities (refer to your work on Performance Objectives 2.3.1 and 2.3.2), list five (5) activities or tasks which you encountered little difficulty in performing. Use the table below for your list. For each activity listed, check whether you enjoy doing it; do not enjoy but do not dislike doing it (neutral); or dislike doing it.

Activity or Task	Enjoy	Neutral	Dislike
1.			
2.			
3.			
4.			
5.			

2. Based on your work in Performance Objectives 2.3.1 and 2.3.2, list five (5) activities or tasks which you encountered difficulty in performing. Use the table below for your list. For each activity listed, check whether you enjoy doing it; do not enjoy but do not dislike doing it (neutral); or dislike doing it.

Activity or Task	Enjoy	Neutral	Dislike
1.			
2.			
3.			
4.			
5.			

3. Refer back to question #1. For each check in the table, assign the following numerical values:

2 for checks under "Enjoy"
1 for checks under "Neutral"
0 for checks under "Dislike"

In the space provided below, record the numerical value assigned to each check for the five (5) activities or tasks listed in the table. Then add up these numerical values to get a total value. Follow the same procedure for the table in question #2.

Question #1- Check values for each activity.

1. ______

2. ______

3. ______

4. ______

5. ______

______ Total

Question #2- Check values for each activity.

1. ______

2. ______

3. ______

4. ______

5. ______

______ Total

Pre-Test (Cont'd)

4. Refer back to question #3. The maximum possible total score for each table is 10. A score of 10 indicates total enjoyment of the activities, while a score of 0 indicates total dislike of the activities. A score of 5 indicates neither enjoyment nor dislike of the activities. A score between 2.5 and 7.5 indicates you don't feel strongly one way or the other about the activities. A score above 7.5 indicates you enjoy most of the activities.

0	2.5	5.	7.5	10
Totally Dislike		Neutral		Totally Enjoy

A. Using the standards for rating your total score given above, evaluate your attitude toward activities or tasks which you encountered little difficulty in performing (question #1). Based on your total score for question #1, complete the following statement:

I ______________________ tasks I encountered little difficulty in performing.
(totally enjoy, mostly enjoy, neither enjoy nor dislike, mostly dislike, totally dislike)

B. Again using the standards for rating your total score given above, evaluate your attitude toward activities or tasks you encountered difficulty in performing (question #2). Based on your total score for question #2, complete the following statement:

I ______________________ tasks I encountered difficulty in performing.
(totally enjoy, mostly enjoy, neither enjoy nor dislike, mostly dislike, totally dislike)

5. Read the two (2) paragraphs below, each of which offers a different perspective of work and productive work. In the space provided beneath each paragraph, comment on whether the ideas expressed in the paragraph reflect what you consider to be a mature view of work and productive work. Use your knowledge of the relationship between the tasks you enjoyed most and the difficulty you encountered in performing these; and the tasks you enjoyed least and the difficulty you encountered in performing those tasks. (You studied these relationships in questions #1, #2, #3, and #4 of this test.) You may feel that some of the ideas expressed in the paragraph have merit, while others do not. If this is the case, you are to explain your position.

A. A job which offers no challenges and involves tasks which are easy to perform soon becomes boring, routine, and unenjoyable. I like to be challenged in my work. Easy work is not as fulfilling.

Comments: ____________________

____

____

____

____

____

B. The easier the job, the better I like it. Who needs the headaches involved in performing difficult tasks? Working at a job is something which must be tolerated, so the work might as well be as easy as possible.

Comments: ____________________

____

____

____

____

____

Pre-Test (Cont'd)

This test will be scored as follows:

#1 - 5 points
#2 - 5 points
#3 - 6 points
#4 - 4 points
#5 - 10 points
Total possible score - 30 points

If you can score 25 points or more, you have given evidence that you can already achieve the objectives of this LAP. Take your test to the Coordinator and he will score it for you.

PRE-TEST (Scoring Key)

1. Student lists activities or tasks he encountered little difficulty in performing and checks his attitude toward the performance of the task or activity. For each activity or task he lists and checks, score 1 point. He was to list five (5) and check his attitude toward each, so the total possible score on this question is: 5 points.

2. Student lists activities or tasks he encountered difficulty in performing and checks his attitude toward the performance of the task or activity. For each activity or task he lists and checks, score 1 point. He was to list five (5) and check his attitude toward each, so the total possible score on this question is: 5 points.

3. Student refers back to question #1, assigns point values of 2 for checks under "Enjoy" - 1 for checks under "Neutral" - 0 for checks under "Dislike." He then adds up the numerical values to get a total value. Score one point if the student correctly assigns point values to all of the checks and score two points if the student correctly adds up these numerical values to get the total. So the total possible grading score on this part of question #3 is three points.

   Student must also refer back to question #2 and follow the same procedure of assigning numerical values to checks and adding up these numerical values to get a total. Again, Coordinator is to score one point for correct assignment of point values to all of the checks and two points for correct addition of point values to get the total. So the total possible grading score on this part of the question is three points. Total possible score on question #3: 6 points.

4. A. Score two points if the student correctly completes the statement. If his total check-point score from question #1 is 0, he should have written in "totally dislike" - if less than 2.5, "mostly dislike" - if between 2.5 and 7.5, "neither enjoy nor dislike" - if greater than 7.5, "mostly enjoy" - and if 10, "totally enjoy."

   B. Score two points if the student correctly completes the statement. Follow standards given in A to see if he correctly identifies his check-point score total from question #2.

   Total possible score on question #4: 4 points.

Pre-Test (Scoring Key) (cont'd)

5. For student's comments on each paragraph, score five points. Student should comment on whether ideas in paragraph reflect what he considers to be a mature view of work and productive work. In his comments, student must refer to what he has discovered about the relationship between the difficulty involved in performing a task and the enjoyment derived therefrom (based on the knowledge of these relationships he gained in questions #1, #2, #3, and #4 of this test). Coordinator may assign partial credit to the student's comments. Since the student must comment on two (2) paragraphs (A and B), the total possible score on question #5 is: 10 points.

Scoring on test:
#1 - 5 points
#2 - 5 points
#3 - 6 points
#4 - 4 points
#5 - 10 points
Total possible score - 30 points
Acceptable score - 25 points

LEARNING ACTIVITIES AND RESOURCES

The following Activities are required: Activities #1, #2, #3, and #4. After you have completed the above specified four (4) Activities, hand them in to the Coordinator for checking. However, the Coordinator may want to monitor your work on a more periodic basis, such as after each Activity.

ACTIVITY #1 The purpose of this activity is to help you determine the relationship between the level of difficulty and the degree of enjoyment in the performance of everyday tasks.

In this Activity, you will examine your everyday activities in order to assess your attitudes toward them.

Part A: In the space provided in the table below, list five (5) activities or tasks you are skilled at or perform well. Some possible examples are: building model cars, playing basketball, writing letters, etc. For each activity listed, check whether you enjoy doing it; do not enjoy doing it but do not dislike doing it (neutral); or dislike doing it.

ACTIVITY OR TASK	ENJOY	NEUTRAL	DISLIKE
1.			
2.			
3.			
4.			
5.			

Part B: In the space provided in the table below, list five (5) activities or tasks you do poorly or do not perform well. For each activity listed, again check whether you enjoy doing it; do not enjoy doing it but do not dislike doing it (neutral); or dislike doing it.

ACTIVITY OR TASK	ENJOY	NEUTRAL	DISLIKE
1.			
2.			
3.			
4.			
5.			

Activity #1 (Cont'd)

When you have completed this activity, have someone who knows you well (such as a relative or good friend) comment on your work.

ACTIVITY #2 This Activity is designed to enable you to learn a method for evaluating the relationship between the level of difficulty and the degree of enjoyment in the performance of everyday tasks.

In this Activity, you will use the checklists from the previous Activity to form some conclusions regarding your attitudes toward some of your everyday activities.

Refer back to Activity #1 on page 10. Give a numerical value to each check in the table in Part A as follows: 2 for checks under "Enjoy" - 1 for checks under "Neutral" - and 0 for checks under "Dislike." In the space provided below, record the numerical value assigned to each check for the five (5) activities or tasks in the table. Then add up these numerical values to get a total value. Do the same for the table in Part B of Activity #1.

Part A. Check values for each activity

1. ______

2. ______

3. ______

4. ______

5. ______ Total: ______

Part B. Check values for each activity

1. ______

2. ______

3. ______

4. ______

5. ______ Total: ______

The maximum possible total for each part is 10. A score of 10 indicates total enjoyment of the activities, while a score of 0 indicates total dislike of the activities. A score of 5 indicates neither enjoyment nor dislike of the activities. A score between 2.5 and 7.5 indicates you don't feel strongly one way or the other about the activities. A score below 2.5 shows you dislike most of the activities. A score above 7.5 indicates you enjoy most of the activities.

Activity #2 (Cont'd)

0	2.5	5	7.5	10
Totally Dislike		Neutral		Totally Enjoy

Using the standards for rating your total score given on page 12, evaluate your attitude toward activities or tasks you are skilled at or perform well (Part A). Make this evaluation by completing the following statement, (based on your score in Part A).

I ______________________________ activities I do well.
(totally enjoy, mostly enjoy,
neither enjoy nor dislike,
mostly dislike, totally
dislike)

Now consider your score or total in Part B. Evaluate your attitude toward activities or tasks you do poorly or do not perform well by completing the following statement:

I ______________________________ activities I do poorly.
(totally enjoy, mostly enjoy,
neither enjoy nor dislike,
mostly dislike, totally dislike)

Compare your evaluations with that of a friend.

ACTIVITY #3 The purpose of this Activity is to expose you to mature viewpoints of productive work.

In this Activity, you will interview three (3) successfully employed adults in order to determine their attitudes toward their work. Ask each adult the questions listed below, taking notes on or tape recording their responses. In the space provided beneath each question on this page, summarize the answers you receive.

1. Do difficult tasks on the job provide an enjoyable challenge or do they make your work a grind? Please explain.

____

____

____

____

____

____

2. Are easy tasks on the job a source of satisfaction or dissatisfaction for you? Please explain.

____

____

____

____

____

____

Compare the responses you received to those of a fellow student who also conducted the interviews.

ACTIVITY #4 The purpose of this Activity is to help you formulate and express your own philosophy and viewpoint regarding productive work, based on what you have learned about yourself and from others.

In this Activity, you will read two (2) paragraphs, each of which offers a different perspective of work. In light of what you have learned about yourself and what you have learned from others regarding work, you are to comment on each paragraph, pointing out whether or not you feel it reflects a mature, realistic attitude toward productive work. You may feel that some of the ideas expressed in the paragraph have merit, while others do not. If this is the case, you are to explain your position. Use the space provided beneath each paragraph for your comments.

Paragraph 1.

An easy job is the best kind of job to have. It may not be challenging or enjoyable but the paycheck is there just the same. The less difficult the job, the more I like it.

____

____

____

____

____

____

Paragraph 2.

The only kind of job to have is one that offers me a challenge. The more difficult the challenge, the better I like it. I find it very enjoyable to perform difficult tasks.

____

____

____

____

____

____

Compare your comments on these paragraphs with those of a fellow student.

POST-TEST

INSTRUCTIONS: This test will measure to what degree you can achieve the objectives of this LAP. Put your work in the space provided below.

1. Based on your daily career station journal and your analyses of your career station skills, duties, and responsibilities (refer to your work on Performance Objectives 2.3.1 and 2.3.2), list five (5) activities or tasks which you encountered little difficulty in performing. Use the table below for your list. For each activity listed, check whether you enjoy doing it; do not enjoy doing it but do not dislike doing it (neutral); or dislike doing it.

Activity or Task	Enjoy	Neutral	Dislike
1.			
2.			
3.			
4.			
5.			

2. Based on your work in Performance Objectives 2.3.1 and 2.3.2, list five (5) activities or tasks which you encountered difficulty in performing. Use the table below for your list. For each activity listed, check whether you enjoy doing it; do not enjoy doing it but do not dislike doing it (neutral); or dislike doing it.

Activity or Task	Enjoy	Neutral	Dislike
1.			
2.			
3.			
4.			
5.			

Post-Test (Cont'd)

3. Refer back to question #1. For each check in the table, assign the following numerical values: 2 for checks under "Enjoy" - 1 for checks under "Neutral" - and 0 for checks under "Dislike." In the space provided below, record the numerical value assigned to each check for the five (5) activities or tasks listed in the table. Then add up these numerical values to get a total value. Follow the same procedure for the table in question #2.

Question #1 Check values for each activity

1. ______

2. ______

3. ______

4. ______

5. ______ Total: ________

Question #2 Check values for each activity

1. ______

2. ______

3. ______

4. ______

5. ______ Total: ________

4. Refer back to question #3. The maximum possible total score for each table is 10. A score of 10 indicates total enjoyment of the activities, while a score of 0 indicates total dislike of the activities. A score of 5 indicates neither enjoyment nor dislike of the activities. A score between 2.5 and 7.5 indicates you don't feel strongly one way or the other about the activities. A score below 2.5 shows you dislike most of the activities. A score above 7.5 indicates you enjoy most of the activities.

0	2.5	5	7.5	10
Totally Dislike		Neutral		Totally Enjoy

A. Using the standards for rating your total score given above, evaluate your attitude toward activities or tasks which you encountered little difficulty in performing (question #1). Based on your total score for question #1, complete the following statement:

I ______________________ tasks I encountered little difficulty in performing.
(totally enjoy, mostly enjoy, enjoy, neither enjoy nor dislike, mostly dislike, totally dislike)

B. Again using the standards for rating your total score given above, evaluate your attitude toward activities or tasks you encountered difficulty in performing (question #2). Based on your total score for question #2, complete the following statement:

I ______________________ tasks I encountered difficulty in performing.
(totally enjoy, mostly enjoy, neither enjoy nor dislike, mostly dislike, totally dislike)

5. Read the two (2) paragraphs below, each of which offers a different perspective of work and productive work. In the space provided beneath each paragraph, comment on whether the ideas expressed in the paragraph reflect what you consider to be a mature view of work and productive work. Use your knowledge of the relationship between the tasks you enjoyed most and the difficulty you encountered in performing these: and the tasks you enjoyed least and the difficulty you encountered in performing those tasks. (You studied these relationships in questions #1, #2, #3, and #4 of this test.) You may feel that some of the ideas expressed in the paragraph have merit, while others do not. If this is the case, you are to explain your position.

A. A job which offers no challenges and involves tasks which are easy to perform soon becomes boring, routine, and unenjoyable. I like to be challenged in my work. Easy work is worthless.

Comments: ______________________

____

____

____

____

Post-Test (Cont'd)

B. The easier the job, the better I like it. Who needs the headaches involved in performing difficult tasks? Working at a job is something which must be tolerated, so the work might as well be as easy as possible.

Comments: ____

____

____

____

____

This test will be scored as follows:

#1 - 5 points
#2 - 5 points
#3 - 6 points
#4 - 4 points
#5 -10 points
Total possible score -30 points

If you score 25 points or more, you have given evidence that you have achieved the objectives of this LAP. Take your test to the Coordinator and he will score it for you.

POST-TEST (Scoring Key)

1. Student lists activities or tasks he encountered little difficulty in performing and checks his attitude toward the performance of the task or activity. For each activity or task he lists and checks, score 1 point. He was to list five (5) and check his attitude toward each, so the total possible score on this question is: 5 points.

2. Student lists activities or tasks he encountered difficulty in performing and checks his attitude toward the performance of the task or activity. For each activity or task he lists and checks, score 1 point. He was to list five (5) and check his attitude toward each, so the total possible score on this question is: 5 points.

3. Student refers back to question #1, assigns point values of 2 for checks under "Enjoy" - 1 for checks under "Neutral" - and 0 for checks under "Dislike." He then adds up the numerical values to get a total value. Score 1 point if the student correctly assigns point values to all of the checks and score 2 points if the student correctly adds up these numerical values to get the total. So the total possible grading score on this part of question #3 is 3 points.

   Student must also refer back to question #2 and follow the same procedure of assigning numerical values to checks and adding up these numerical values to get a total. Again, the Coordinator is to score 1 point for correct assignment of point values to all of the checks and 2 points for correct addition of point values to get the total. So the total possible grading score on this part of the question is 3 points. Total possible score on question #3: 6 points.

4. A. Score 2 points if the student correctly completes the statement. If his total check-point score from question #1 is 0, he should have written in "totally dislike" - if less than 2.5, "mostly dislike" - if between 2.5 and 7.5, "neither enjoy nor dislike" - if greater than 7.5, "mostly enjoy" - and if 10, "totally enjoy."

   B. Score 2 points if the student correctly completes the statement. Follow standards given in A to see if he correctly identifies his check-point score total from question #2.

   Total possible score on question #4: 4 points.

Post-Test (Scoring Key) (Cont'd)

5. For student's comments on each paragraph, score 5 points. Student should comment on whether ideas in paragraph reflect what he considers to be a mature view of work and productive work. In his comments, student must refer to what he has discovered about the relationship between the difficulty involved in performing a task and the enjoyment derived therefrom (based on the knowledge of these relationships he gained in questions #1, #2, #3, and #4 of this test). Coordinator may assign partial credit to the student's comments. Since the student must comment on two (2) paragraphs (A and B), the total possible score on question #5 is: 10 points.

Scoring on test:

#1 - 5 points
#2 - 5 points
#3 - 6 points
#4 - 4 points
#5 - 10 points
Total possible score - 30 points
Acceptable score - 25 points

I-DEAS

1. Read a biography or an autobiography of a famous inventor, scientist, musician, etc., such as Thomas Edison, Albert Einstein, or Auturo Toscannini. Give a three-minute oral report to the class or write a two-page paper in which you analyze this famous person's attitudes toward his work. Be sure to comment on the effect his interest in, and enjoyment of, his work had in helping him overcome obstacles and rise to the top of his field.

2. Collect at least three (3) famous sayings, quotations, or passages which express a relationship between the difficulty encountered in performing a task and the enjoyment derived from the performance of the task. A librarian can refer you to appropriate quotation books, dictionaries, etc. Check subject headings such as "work," "enjoyment," "difficulty," etc. in the books the librarian suggests. Write out each saying, quotation, or passage on a piece of cardboard, giving the author and source. Post the cardboard on a bulletin board.

3. Draw at least two (2) cartoons which express a relationship between the difficulty encountered in performing on-the-job tasks and the enjoyment derived from the performance of such tasks. For example, your cartoon might show a photographer in his studio exclaiming, "Boy, what a tough job this is. Working under these hot lights all the time, always having to meet deadlines, etc. is just too much for me." In the background on the cartoon are several beautiful girls, all of whom are scantily clad, posing for a picture. The caption for the cartoon reads, "It's a rough life."